

PROMOTING ENGLISH FLUENCY THROUGH PEER FEEDBACK AND
DIALOGUE JOURNALS IN AN ESL COLLEGE CLASSROOM

By

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Abstract

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This study investigated research methodologies which were proven to be successful in promoting English fluency among ESL students in the college level classroom. The history of second language learning was tied to popular teaching practices, such as journal writing, dialogue journals, peer feedback, and teacher feedback. Due to a lack of cohesion between the above methods and a rising gap in related literature, an experiment was formed to determine whether dialogue journals could be combined with peer feedback to facilitate an accelerated comprehension of English as an L2 language. Over a three-month period, 19 ESL students at Gavilan College were instructed to write about their weekly course experiences by answering one or more prompt questions in a notebook. The class was observed for both positive and negative reactions to peer encounters, consistent English language use in verbal and written form, and number of errors made in grammar and spelling. Pre and post scores were also compared to represent whether English comprehension improved after the intervention of the peer feedback method.

By the end of the study, field notes from the observations and an analysis of dialogue journal entries proved that students became more confident with English

language use, and overall English fluency increased. On average, 14 out of 19 participants (74%) improved their grammar, and 16 out of 19 participants (84%) improved their spelling. Therefore, it can be concluded that dialogue journals and peer feedback help achieve English fluency among college level ESL students when combined simultaneously.

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Introduction

Current educators of adult learners have discovered significant challenges when it comes to communicating with students about their academic backgrounds, interests, and individual needs. Thus, teachers strive to forge frequent opportunities for connection and to encourage shared understandings amongst students so that they may track and document learners' developing knowledge and abilities. As researchers have uncovered over the past several decades, the desire to communicate is intensified with adults learning English as a Second Language (ESL). While they bring to the classroom extensive life experience and a wide range of cultural proficiencies, ESL students can often hold limitations in literacy skills outside of their native language, which inevitably delays the mastery of English speaking and writing. It is through these issues that the following thesis established an experiment at Gavilan College to measure chosen methodologies which exposed ESL students to weekly Dialogue Journal (DJ) writing practice and allowed them to obtain feedback from their fellow peers. This study investigated both past and recent literary notations regarding the effectiveness of utilizing DJ writing to promote an increased level of English competency, weighed the benefits of receiving peer feedback in place of teacher feedback, and searched for relationships that attempted to weave such techniques together. It is the purpose of this study to develop activities for ESL students in order to achieve success in the college classroom and address solutions for those who struggle with meeting the fluency requirements of English language coursework.

In the next chapter, a detailed description of the topic will aim to cover research objectives by addressing related research questions and why the field of education will benefit from further inclusion of such methods.

Literature Review

Recently, the number of English as a Second Language (ESL) students in higher or post-higher education has increased, pushing professional instructors to address areas of inefficiency that such learners bring into the classroom (Orem, 2001). As these individuals enroll in community college and university programs, previously obtained K-12 English language skills are tested in a heightened ESL environment, which may or may not adequately meet the needs of non-native English speakers. Facing distinct challenges in achieving English fluency—particularly as they pertain to literacy levels, oral communication, and writing—the ESL population diversity in local institutions and the disconnect between adult ESL education and regular adult education has led to a comprehension gap (Orem, 2001). In order to close this gap, college faculty must study inclusive pedagogies and utilize various techniques to help ESL students achieve fluency. While many professors in higher education may lack the requisite training, knowledge, or experience in working with non-native English speakers, engaging ESL students and selectively implementing the best research-based strategies in ESL classrooms will ultimately shape their learning, retention, and success. Furthermore, fluency development should be addressed in the “early stages of second language literacy development” before other language concerns to establish confidence and production (Ewert, 2011, p. 14). By comparing both past and current teaching techniques in college-level ESL classes as well as how they can be improved by using a combination of specific, content-related

activities and appropriate feedback, future educators can promote English language fluency.

To apply the best possible methods into ESL college classrooms, instructors must determine and use effective strategies to close the comprehension gap. This study addresses two strategies, dialogue journal writing and peer feedback, as well as how their relationship to ESL learners can motivate success in the ESL college classroom. The argument for obtaining knowledge in literacy, writing, and overall English language development has been examined by Leeds (1996), Leki (2007), Mlynarczyk (1998), Nicholls and Hoadley-Maidment (1988), Raimes (1983), and Verplaetse and Migliacci (2008), among others. Each author's unique contribution to the field has helped highlight the process for present and future educators alike, allowing them to redesign their own curriculum in a way that will continue to guide and encourage ESL students along the path towards English fluency. This literature review will narrate the development and transformation of early ESL teaching techniques, describe the results and how they correlate with current ESL teaching techniques, explain dialogue journal writing and peer feedback as efficient strategies when used simultaneously, and finally, how to hone these practices for ESL student competence.

Early ESL Teaching Techniques-1960s to 1980s.

Examining the history of ESL adult education is the first step in understanding how to better serve and meet the diverse needs of our growing ESL population. Nicholls and Hoadley-Maidment (1988) portray a twenty-year timeline which covers early influences, developments, and "ESL provision in the post-school sector" (p. 3).

Beginning in the late 1960s, teachers started to create ESL methods in an attempt to reach the African Asian immigrants who had been assimilated into British society. However, as men and children became more versed in English from their respective work and school environments, educators and volunteers tailored ESL lessons to housewives who otherwise couldn't receive opportunities for learning the language (Nicholls & Hoadley-Maidment, 1988). Comparatively, Orem (2001) states a shifting focus in second-language teaching since 1965:

We have moved from teacher-centered approaches, such as audiolingual methodology, to highly learner-centered approaches influenced by humanistic psychology with its emphasis on the whole person...we [also] have seen the pendulum swing from emphasizing linguistic competence and grammar structures to emphasizing communicative competence and learning strategies (p. 69).

By the seventies, the authors claim that 'diversification' expanded the availability of resources to accommodate every non-native speaker, regardless of age or gender, including the creation of a national training program by the Inner London Education Authority called the Royal Society of Arts' Certificate in the Teaching of English to Adult Immigrants (Nicholls & Hoadley-Maidment, 1988). Unfortunately, ESL statistics revealed African Asian, Indian, and Pakistani women were the least fluent in English compared to their husbands, which led to funding for an Adult Literacy Campaign to form the National Association for Teaching English as a Second Language to Adults (NATESLA) (Nicholls & Hoadley-Maidment, 1988).

Under this organization, more concern was given to those adult migrants

transitioning to ESL student life, despite the fact that most ESL instructors held an incorrect belief of English fluency only benefitting non-native speakers for the purpose of obtaining better jobs. This meant that ESL programs still hadn't realized the true importance of ESL curriculum, and needed to further examine how to accommodate all types of ESL learners and styles. Following these results, more universities slowly created their own ESL programs, including Indiana University's "Semi Inclusive" and "Intensive English Program" in the same time span (Ewert, 2011, p.7). By the 1980s, instructors could not deny the unwavering necessity for updated ESL content, and sought to significantly change teaching methods in the "post-school education" (Nicholls & Hoadley-Maidment, 1988, p. 6).

The Results: What Worked, What Didn't?

According to Nicholls and Hoadley-Maidment (1988), such changes brought on a series of theories that forced consideration of the question, "How could ESL teachers best establish realistic goals—goals which would include not only language and literacy, but also access, study skills, etc.—and how could they demonstrate the transferability of these skills and thereby increase the students' confidence and autonomy?" (p. 6-7). This revelation caused teachers to respond in a way that offered ESLs a new partnership, one that supported equal learning among all students in the classroom. The first example of success emerged in what was known as linked-skill courses, where students' direct life experience was used to express communication, language learning, and increase confidence (Nicholls & Hoadley-Maidment, 1988). Later, another method was introduced that shaped the start of mixed-level ESL community classes, where teachers referred to

their students' native languages so that they could be woven into lessons. These bilingual methodologies created an alternative approach to ESL teaching and learning, setting the tone for future ESL curriculum (Nicholls & Hoadley-Maidment, 1988).

However, unsuccessful examples are introduced by the authors when ESL schools did not actually use proper methods to facilitate English language fluency, but instead attempted to make the enrollment process into college level classes easier (Nicholls & Hoadley-Maidment, 1988). As teachers, it is essential to always build on the knowledge and skills ESL students already possess.

Current ESL Teaching Techniques- 1990s to 2000s.

Utilizing the term further education, Nicholls and Hoadley-Maidment (1988) criticize previously poor methods which were in place from the 1960s-1980s and did not lead to English fluency or any real improvement in ESL competence. Because these studies revealed how broad and inexperienced many ESL instructors, curriculum models, and programs seemed to be, the material all remained quite general and failed to nurture ESL students. Furthermore, the group identified during those years—adult migrants and adult immigrants—has since been redefined to a more widespread and common population, known as ESL (and occasionally) bilingual students. Due to such a change in the focus of who now receives the majority of ESL assistance in college classrooms, the authors also adjusted the age range (16-25). This more accurately explains how far ESL educational standards have come, and although the following account was observed in the United Kingdom (UK), United States colleges can similarly track the experiences young adults receive today:

Those who were born in the UK or who have spent most of their lives here may not need any special help with English language. Others will succeed on general college courses provided they are given English language support which enables them to develop their written English, to cope with UK style examinations and to develop the study skills required to study within further and higher education in this country (Nicholls & Hoadley-Maidment, 1988, p. 36).

Additionally, the concept of late arrivals, or students who arrived in Britain as teenagers is introduced and depicts a realistic scenario where these students may require extended time spent taking ESL courses in order catch up on the basic foundational aspects of English classes.

Combined, these issues forced educators to develop new practices that could be adapted to match the needs of any ESL student in college, including the following ideas: discussion and negotiation of the syllabus, role-play, teaching rules of grammar, language functions, vocabulary, phonology, morphology, spelling, formal speech, teaching literacy, creative writing, classroom management, cross-cultural issues, correction of errors, assessment, and record keeping (Nicholls & Hoadley-Maidment, 1988). Out of the above list a pattern for supporting ESL students arose in related texts, alluding that certain techniques will always remain effective.

What Changed, and What Still Needs Improvement?

Improving and refining ESL teaching techniques has been a work in progress, though it appears to have been discovered that writing exercises are one of the most proven and effective ways of tracking ESL student skills in higher institutions (Kim,

2005). Not only is it effective in ESL composition courses, writing allows non-native English learners to link what they have attained in school across multiple discipline areas, especially those that pertain to reading, speaking, and listening. Verplaetse and Migliacci (2008) state that English Language Learners (ELLs), like ESL students, often attend schools where there is a lack of emphasis on writing approaches. Scaffolding how we want our ESL students to write by modeling examples like the rhetorical approach, can help instruction become more useful and identify mistakes. This approach also walks students through planning a written assignment, therefore pinpointing any additional methods which are usually executed in the process (Verplaetse & Migliacci, 2008). Through sufficient training and the successful integration of flexible writing practices into current and future ESL college syllabi, teachers will be prepared to adapt what they have learned over the last 40 years and alter recent curriculum to reflect which practices have been deemed most beneficial to achieving fluency.

However, the designation of specific activities for routine inclusion may have gone beyond what ESL students could comprehend. While such a rhetorical approach is typically suited for general English composition use, it involves an eight-step criterion which is designed to enhance the quality of English writing. Upon proper implementation, these eight steps include: exploring a general topic; defining the purpose and audience; selecting subtopics; selecting the genre and appropriate organizational structure; selecting information; ordering examples and details, then writing a draft; revising and editing; and preparing a final copy (Verplaetse & Migliacci, 2008, p. 18). This complexity in the writing process marks one of many second language hurdles that

ESL students must endure in their journey to fluency. Furthermore, Fernandez, Peyton, and Schaetzel (2017) found that:

English learners in adult education classes had three categories of problems in acquiring academic writing skills: attitudinal, cognitive, and social. Their attitudinal problems pertained to motivation and others' expectations for academic writing and their own views about writing and their ability to do it well. They had cognitive difficulties with topic selection, academic organization, critical stance, academic register, and the writing process. Socially, they struggled with relating to their professors and reacting to evaluation and feedback (p. 5).

As professors in college realized that they needed to do more to reach their ESL students and alleviate confusion, several authors in the field were led to re-evaluate whether a simpler writing task could be substituted in order to influence the likelihood of ESL fluency (Ewert, 2011; Larrotta, 2009; Orem, 2001; Verplaetse & Migliacci, 2008).

Journal Writing. Journal writing has been one of the most popular strategies used among educators and teachers in the areas of adult literacy education and English as a second language (Kim, 2005). Kim (2005) and Peyton (2000) demonstrate the research behind journal writing, representing an instructional strategy that promotes authentic learning, reflective practice, and interactive engagement among learners and teachers. In turn, Mlynarczyk (1998) uncovered the true versatility of student journal exercises and how she was drawn into the field: "As a teacher of writing to college English as a Second Language (ESL) students, I had often noticed that when I asked my students to write about [difficulties in] English...they responded with [a] fluency and correctness that was

missing from their formal essays” (p. xi). By acknowledging the educational theory of journaling, teachers ask their students to keep a log of what they’re learning, and simultaneously reflect on course material demonstrated in class. Now a widespread pedagogical practice, the text highlights concepts in a study performed by Mlynarczyk (1998), which particularly affects ESL students in college level academia. While research supports the notion that people who begin to learn a second language early in life mimic fluency close to native speakers, ESL writers often experience frustration because of differences in their original language (Leki, 2007; Mlynarczyk, 1998). This study shows that ESL fluency does not occur quickly, so we must continue to foster the best possible methods into ESL college classrooms as they pertain to effective activities like journal writing.

For the purpose of this literature review, dialogue journal writing will be examined as a method proven to aid learners in ESL college classrooms. Larrotta (2009) narrates her experience around which area of journal writing she found most effective, namely dialogue journals: “As an ESL instructor, I have tried different writing strategies to engage adult learners to write in English for authentic communication, and the dialogue journal (DJ) activity has been the most effective” (p. 36). Conclusions drawn from Larrotta’s discovery revealed that not only are dialogue journals unique by nature, but that they also produce reflections from students which allow ESL learners to make connections between language and thought.

Dialogue Journals.

For those who are learning English as a second language, the study of dialogue

journals is especially helpful. According to Holmes and Moulton (1997), dialogue journals can be used as an ESL learning strategy because of the special relationship both students and teachers have as participants in this writing exchange. Moreover, dialogue journals contrast with personal journals, which involve private communication, and produce unedited conversations in notebooks that can cover an entire semester or year of instruction. Using a case study design, researchers concluded that “dialogue journals provide the following conditions for learning: interaction about topics relevant to learning, focus on interaction rather than form, enhancement of reading skills, modeling of correct grammatical forms, natural evolution of grammatical structures, and interaction in a private, nonthreatening way” (Holmes & Moulton, 1997, p. 1). Tanner and Clement (1997) also incorporate the goals of teaching writing with an in-depth process as it applies to the ESL classroom, highlighting four crucial suggestions. First, dialogue journals use a joined approach where students generate an entry, read the response offered by their instructor, and engage in a written discussion. Next, as shown by Holmes and Moulton (1997), the continuous discussion sustained between the students and the teacher ensures a real audience for the students’ writing as well as a true purpose for communication. Thirdly, teachers allow ESLs to select their own topics for dialogue journal entries, ensuring they will understand and stay interested in the content of their writing. Finally, since the entries are not graded, students feel free to focus on the exploration and discovery process of writing and are less intimidated if they make mistakes while writing in English.

At the same time, Denne-Bolton (2013), Kim (2005), and Peyton (2000) parallel

Larrotta (2009) and Tanner and Clement's (1997) views by proposing the importance of fluency for second language learning adults, especially as it stems from continuous involvement of the students. Denne-Bolton (2013) explains that ESL students must feel equally encouraged to be creative in their dialogue journal writing assignments. In other words, "Giving learners the chance to write about whatever they want is important. Instead of having to follow topics and a style set by the teacher or curriculum, they can experiment and play with the language, which allows them to learn independently and mature as writers both cognitively and linguistically" (p. 3).

In addition, providing such freedom can diminish the common fear that ESLs experience, increase confidence, and open up the flow of writing (Denne-Bolton, 2013; Holmes & Moulton, 1997). Another relatable example of the journal tool is what Dunkelblau (2007), a professor at Queensborough Community College in New York, refers to as a reader response journal. Like dialogue journals, these activities help ESL students to interact freely with written material, enabling them to discover the meaning of texts from within themselves by allowing them to reflect on what is given in the classroom: "From my holistic perspective, I assign response journals to open a space where my students can 'dialogue' with a text — a space where, without penalty or intrusion, they can explore their feelings, memories, and dreams as they relate to a text, or a story and its characters" (Dunkelblau, 2007, p. 2).

Finally, everyone involved should relax and enjoy the writing. For many teachers, reading and writing in dialogue journals is rewarding due to the opportunities they have to reflect, familiarize themselves with each student, and observe how they are handling

course material during the semester (Peyton, 2000). In the next section, the significance of feedback on ESL writing will be explored as a supplemental method for aiding second language learners and increasing the possibility of English fluency and literacy. Feedback on ESL Writing. By the time ESL students reach adulthood, their second language development in English will continue to remain a top priority and require consistent feedback from instructors who are able to guide them in deepening their analysis and make progress with critical thinking and questioning (Denne-Bolton, 2013). Denne-Bolton (2013) resumes the discussion on the benefits of teacher response and explains the style in which teachers should maintain when constructing their responses, including the length of their sentences and sensitivity to content found in ESL dialogue journals: “It is important that the teacher be careful not to write more than the student does; this can overwhelm the student’s voice instead of encouraging it” (p. 6). Also, when writing responses, teachers should be informal and share opinions without preaching, employing simple techniques and strategies to encourage students to write (Denne-Bolton, 2013). When teacher responses mimic natural conversation, it creates a relaxed atmosphere in which students feel more comfortable expressing themselves and practicing their second language.

Diaz (1986) explains that as ESL students become immersed into the college classroom environment, prospective teachers should be tailoring their instructional strategies to fit a more student-centered approach. Among several examples of such strategies such as free writing, peer writing groups, and daily process journals, the author implemented a study on a small group of students at Hostos Community College which

revealed a unique process designed to prepare ESL students for the school's standard *Introduction to Composition* course. According to Diaz (1986), this particular combination of procedures, methodologies and strategies sought to base the student-centered education on communication and meaning:

It was a context which sought to form a writing community in which both the teacher and the students would engage the writing process, a context in which the roles of readers and writers would be interchangeable, a context which emphasized meaning and communication at the expense of error, and a context which sought to broaden the roles of the teacher to include that of "trusted adult" (p. 5-6).

Shirinian (2016) adds the following definition of feedback as one that "refers to the information provided by the instructor on students' written work with the goal of assisting students to improve their writing skills," where studies of successful stories pertain to ESL students becoming eventually independent in their writing and enriching their language acquisition (p. 11). Lastly, Saito (1994) uncovered the finding that students' preference of feedback over time has changed. Saito's study of three classes of university students indicated that while students tend to favor teacher feedback over peer feedback or self-correction, eighty percent of the responses indicated peer feedback was useful. As stated by Hyland (2000), peer feedback is seen as a way of giving more control to students since it allows them to make active decisions about whether or not to use their peers' comments when they edit their writing. ESL instruction that integrates frequent opportunities for peer feedback in order to track the progress of student writing will

construct the remaining piece of this literature review.

Peer Feedback.

According to Best, Jones-Katz, Smolarek, Stolzenburg, and Williamson (2014), ESL learners tend to value feedback more when it pertains to their own specific thoughts and is derived in a supportive manner. Likewise, in a study of 77 participants, Leki (2007) proposed that teachers should continue to provide feedback on student assignments, but begin shifting their perspective toward understanding what it is like for the students themselves:

I was not interested in the “public transcript” of what they did, how they did it, or whether a particular teaching method or technique improved their writing. Instead I hoped to learn how they reflected on what they did and how they did it, what they understood from their experiences, how they constructed what was happening to them in L2 [second language] writing classes, and what they said amongst themselves (p. 17-18).

Coinciding with Best et al. (2014), the subject of peer interaction becomes more prominent. According to Best et al. (2014), the transition from instructor feedback to peer feedback may be completed if flexibility in both teachers and students is present. In other words, not only is it the job of the instructor to act as a mentor—demonstrating exactly how they envision appropriate peer feedback sessions to occur—ESL students must remain open to suggestions. One advanced ESL student recalls a past class, where he reports a positive experience with his peers in which both students and teachers

successfully participated in a peer review (Best et al., 2014). In this situation, the instructor acted as the third member for two students and provided an additional source of feedback, including scaffolding (Best et al., 2014; Tang & Tithecott, 1999). The students share feedback as they would for peer review, so if they have a question or misunderstanding, the teacher is present to help (Best et al., 2014). However, researchers have ultimately confirmed that the goal of ESL writing is to facilitate independent student interactions which involve peer feedback on writing activities, especially when it comes to dialogue journals.

Bell (1991), Hafernik (1983), Soares (1998), and Tang and Tithecott (1999) emphasize using a routine of peer feedback through current peer editing practices and personal experiences. Furthermore, Saito (1994) suggests another benefit to utilizing peer feedback by reducing the amount of meticulous correcting that teachers typically experience, which can be arduous. In fact, teacher correction of student writing errors is an approach that is not embraced by ESL instructors, and many resort to less time-consuming tasks. For the study of this literature review, ESL teachers can garner peer feedback as it pertains to dialogue journals because it is a simpler process which focuses on single entries rather than an entire essay. This would allow instructors to abandon traditional requirements of grading student writing and transfer their attention towards properly training ESL students to become efficient evaluators (Bell, 1991; Hafernik, 1983; Soares, 1998; Tang & Tithecott, 1999). Training may also include sensitivity to varying student backgrounds, as each ESL learner carries different deficiencies and can often be tied to their contrasting cultures: “L2 students may have varying degrees of

difficulty due to sociolinguistic differences, different expectations for the group work...and different communication styles...in a multi-cultural setting” (Soares, 1998, p. 4-5). With regard to groups, Bell (1991) states that members tend to respond more freely to the composition than a teacher would, including something they feel is correct and to something they think is incorrect. Yet, as ESL students are particularly prone to writing mistakes and “tend to dwell on the failures, a positive comment is required to balance every criticism” (Bell 1991, p. 69).

Because this method, according to the author, worked very well with upper intermediate/advanced students in a college setting, Tang and Tithecott (1999) reiterate peer response groups via a study conducted in a small university college in Western Canada: “When correctly structured, peer response groups provide[d] increased opportunities not only for comprehensible input but also for comprehensible output and for negotiated interaction, which are considered crucial factors in L2 acquisition” (p. 21). Tang and Tithecott’s (1999) study explores the value of peer response groups in ESL writing classes, reporting results from 12 international Asian students, including: (a) perceptions of students with regard to peer response and whether their perceptions changed over time; (b) kinds of activities students engaged in during peer response sessions; and (c) whether and how students changed their writing as a result of participating in response sessions. Additionally, Hafernik (1983) follows the attributes of a designated peer audience, as well as how to develop trust among ESL students in the classroom:

Students often write papers to please the instructor, a limited audience, and to get them a good grade, a limited purpose...in peer editing, students are given a defined audience, their peers. Since they usually want to communicate with this real audience, students feel more of a commitment to their writing and are, thus, more motivated. In addition to learning if they have communicated effectively and have written reader-based prose, they learn if their peers agree with their ideas and if they perceive reality as they do. Students are generally honest with each other and trust each other. Therefore, feedback from [peers] is taken seriously and considered carefully (p. 3).

Overall, group work has shown several examples that develop positive peer relationships among learners, which in many cases are more important and have a much greater influence on learning than teacher-learner relationships. According to Baitinger (2005), “It is pertinent that writing teachers approach language as a living, breathing, evolving thing...in other words, we must accept that writing is thinking, and good writing is the result of good thinking” (p. 3). In concurrence, Hyland (2000) reminds educators that passively relying on teacher feedback should be minimized and consider that peer response can be more authentic and honest than teacher response. Once ESL students realize that other students experience the same difficulties in writing as they do, peer feedback may also lead to a reduction in writer anxiety and an increase in writer confidence. It may benefit the revision processes of reviewers as well as writers, making them less dependent on teacher feedback and promote excitement to continue practicing techniques which will address second language fluency in the ESL classroom.

Conclusion.

This review investigated the literature surrounding the effectiveness of inclusive pedagogies in order to enlighten future educators and help ESL students achieve fluency. The research compared both past and current teaching techniques in college-level ESL classes as well as how they can be improved by using a combination of specific, content-related activities and appropriate feedback to promote English language progress. As this balance has shed light on which methods have been deemed best in developing and transforming ESL student competence, dialogue journal writing and peer feedback were noted as the two most efficient strategies. The review outlined the definition of “dialogue journals” and “peer feedback” according to the literature, discussed the importance of each strategy as they correlated with increases in writing confidence and lessened general writing anxiety, explained clear communication characteristics through ESL journal writing, and outlined how the ESL population diversity in local institutions as well as the comprehension gap between adult ESL education and regular adult education was closed when such factors were included successfully.

Examples of programs and case studies that support dialogue journaling assignments and reiterate the necessity for peer feedback over teacher comments were highlighted, with an emphasis on how student reflection increased when they were given the freedom to express their writing without restrictions or having to meet traditional grading standards. Absent from the literature, however, is a body of research on the combination of both strategies together. In the next chapter, the methods regarding observational procedures and dialogue journals will be presented.

Methods

Introduction.

This study was a counterbalanced quasi-experimental design which served to evaluate the effectiveness of peer feedback on the mastery of written and spoken English skills among ESL students studying English at a community college in Hollister, California. Twenty-two Gavilan College ESL students enrolled in the ESL 538: Listening and Speaking course or NC ESL 738: Listening and Speaking course were purposefully selected to participate as part of their classroom activities. The ESL 538 course provided letter grades, while the NC ESL 738 course gave students a credit/noncredit option.

Participant Subsection.

Twenty-two Gavilan College ESL students above the age of 18 were selected for this study as a convenience sample of students currently enrolled in ESL classes.

Sample.

The sample was selected after nine Gavilan College ESL instructors were contacted via email with a description of the study, and a willing instructor responded with interest and the intention of including his class for the duration of the study. Among the twenty-two students registered in the instructor's two ESL classes, twenty-one students from Gavilan College (8 Men and 13 Women) agreed to participate in this experiment, with one female student who chose to opt out. After about two weeks, a male student left the experiment when he returned to his home in Mexico, followed by a

female student who also had to move back during week 4. This reduced the total number of participants to nineteen by the end of the study (7 Men and 12 Women).

Instruments.

For this study, two different instruments were used to collect data: observations and dialogue journal entries. Observations were conducted in the ESL classroom once per week (Mondays or Wednesdays), for approximately 3 hours (6:00PM to 9:00PM), over a three-month period from March 2018 to May 2018. In total, they occurred 10 times during the study period, specifically to record student behavior as it connected to what they were learning during individual and group practice of English listening, reading, and speaking skills. Observation data was reported via descriptive field notes. Additionally, data in the form of one dialogue journal entry was collected at the end of each week, after the weekly observation was complete. These journals tracked student progress throughout the experiment, determining whether participants improved their English fluency in spelling and grammar.

Procedures.

For the purposes of this study, participants were given a detailed Research Study Description (Appendix B) which highlighted the purpose of the thesis, as well as two versions of the Consent Form in English and Spanish (Appendix C and D) and asked to read it. They were invited to ask any questions they may have, and I verbally reiterated that they had the option of not participating or ending their participation at any time without penalty of any sort. The ESL instructor offered an incentive for participating with extra credit points added to their participation grade at the end of the semester. Once they

read and acknowledged understanding of the content, they were asked to sign the consent form. All twenty-one participants were assigned pseudonyms to protect the actual identities of student participants when quotations were referenced from a given journal entry, when a specific student was mentioned in the thesis document itself, or when sensitive data sheets were presented that included mistake calculations associated with a specific student. As soon as the form was signed, the observations began, and individual notebooks were distributed to all participants.

An initial baseline observation described the level of interaction between students prior to initiating the peer feedback process. During every subsequent class session, participants had 10-15 minutes to write their entries, and after the writing session the instructor provided time for peer feedback as they shared their entries or verbally discussed the activity with one another. Despite the fact that the courses were focused on ESL listening and speaking skills, all participants had the time in class to write about their experiences in English. Inferences were drawn from the interactions amongst students and recorded throughout the study period. The study was concluded with a brief questionnaire in which the professor evaluated expected student learning outcomes. His responses were meticulous, accurate, and provided professionally measured cumulative student progress. This exchange is presented in Appendix A.

Journals were collected once each week and analyzed for writing mechanics and student feelings regarding their required oral exercises by providing structured comments or grammatical corrections below each student entry. Four prompt questions were assigned for the purpose of this experiment: 1) What was your oral experience like in

class today? 2) How was class this week? What did you learn? 3) What problems did you have? What did you understand? 4) Is there anything you wish to improve? During each entry, students chose to answer either one, more than one, or all questions. Three weeks after the intervention when students were using peer feedback, journals were again analyzed. The results were compared to those entries prior to the intervention in order to describe the student's experience with course required oral exercises and determine the effects of peer feedback on the student's mastery of grammar and spelling.

Finally, in a table, the first two entries and the last entry of each student's journal were compared by calculating the amount of grammar and vocabulary misspellings present in the beginning of the study versus those present at the end of the study. In addition, all journal entries were transcribed from hand-written texts to word documents which labeled each kind of error in two different colors. Red font labeling symbolized spelling errors, and yellow font labeling symbolized grammar errors. These dialogue journal transcriptions have been labeled as Appendix E. The results among all 19 participants determined the differing rates at which they understood and improved their English writing fluency over the course of the study. Both small and significant improvements were noted in the entries and linked to their appropriate owner's pseudonym. All Appendix items A, B, C, D, and E can be read in full length in the Appendices section of the thesis.

Results

In this chapter, data will be examined across three specific areas: Observation Data, Spelling and Grammar Data, and Journal Analysis. These sections have been organized to incorporate themes from field observation notes and dialogue journal entries, which include: documented changes in comfort or discomfort with English language use, influences of group interactions on overall English development, influences of peer feedback on English skills, and fluency improvement. Lastly, spelling and grammar data will explain noticeable fluctuations in student scores by comparing average pre and post class errors.

Observation Data.

Twenty-two ESL students were observed for the purposes of the experiment, which reduced to approximately nineteen participants by the end of the study. Situations observed each week typically involved attention to daily lesson plans and activities provided by Professor Martín Rodríguez-Juárez at the Hollister Gavilan College campus. As a non-participant observer, I began early sessions by watching students and carefully taking notes about witnessed behavior, reactions, or comments that arose during the arrangement of small group activities. Students remained consistently optimistic each session, cooperative with their peers, and no animosity emerged at any time during the three-month study.

On Day 1 of the observations, 19 students attended class, while 3 were marked absent. Cultural background information was gathered from each participant, including

one example of Oaxacan heritage, one example of Argentinean heritage, four examples of Spanish heritage, and thirteen examples of Mexican heritage. Student learning expectations of both the ESL 538: Listening and Speaking course and NC ESL 738: Listening and Speaking course were outlined, leading to a personal introduction by the instructor which served as an icebreaker for his pupils. Engagement in course material was formed as a result of the instructor's evident passion towards the field of ESL education and former experience working with ESL students at other community college institutions. Contributing a unique perspective to the profession as a lifelong ESL learner himself, the following field notes shed light on the teaching style of Professor Rodríguez-Juárez as well as the English language learning process:

“Prof. Rodríguez-Juárez has brief, meaningful conversations with each student in their native language (L1) by listening to the L1 and formulating replies in English. The instructor always encourages participants to speak and practice their second language (L2) whenever possible. Students are not punished for speaking in L1 because he is patient with them as they work to speak in L2 (English) at their own pace. If students cannot find the correct word they wish to express in English, Rodríguez-Juárez offers hints, suggestions, or tells them the missing word from their sentences.”

The first main theme found in the observation field notes focused on the level of student discomfort which affected many of the participants by tracking changes that showed positive differences in comfort over time. On Day 4 of the observations, an example of this is shown. Students participated in a social activity where Prof. Rodríguez-Juárez

placed flashcards on every desk and asked the class to read their given question from the flashcard aloud to a random partner. Using a timer set for exactly three minutes, students took turns quickly speaking and listening to each other's questions until the timer beeped. Then, students switched flashcards and found a new partner to repeat the routine. In the following excerpt, outcomes on this exchange proved beneficial across all participant groups and supported the first theme in terms of student comfort:

“The social interaction seemed successful in providing an opportunity for student bonding. Because students engaged in their English language speaking abilities while simultaneously building on listening skills, they were able to catch verbal mistakes from peers as well as self-correct vocabulary in their own responses.

This ultimately led to pronunciation accuracy, and allowed students who were shy in previous weeks to feel more comfortable about opening up with their classmates.”

In the second theme, evidence of group work influences on overall English development emerged. On Day 6 of the observations, an example of this occurred. The sixteen students participated in a cultural activity, where students numbered off into 4 small groups containing 4 members each. Prof. Rodríguez-Juárez centered the topic of his lecture on grammatically structured sentences from the textbook, where vocabulary words like “should” and “shouldn't” were taught. Students practiced identifying the subject in sample sentences and determined appropriate placement for “should” versus “shouldn't” (EX: ‘In India, you “shouldn't” use your left hand to eat,’ OR ‘In the US, you “should” look at people's eyes when you speak’). Finally, the groups were given about 5 minutes

to answer the following question: What are things you should or shouldn't do in your culture? This work is noted in the observation field notes below:

“Groups worked very diligently and utilized their time wisely. During the collaboration, members asked each other for clarification when they struggled to find correct words to put in their sentences, especially when translating from L1 to L2. Once the activity was completed, groups read the sentences they created in order from Group 1 to Group 4. Group 1's product read: “In my country, you should take off your shoes before entering the house.” Group 2 read: “In my country, you shouldn't speak loud to your partners.” Group 3 read: “When you are in a wedding, you should take a shot of mescal (wine) because it is considered rude if you don't.” Group 4 read: In Mexico, you should give the same greeting—*Buenos Dias!*—to the same people even if they have already met with you earlier.”

In the third theme, the relationship between peer feedback and how it affected English skills for ESL students was revealed. On Day 5, the date of the intervention, the peer feedback method was introduced during scheduled journal writing time. At this stage, students were given the chance to share dialogue journal entries which had already been transcribed on a solo basis for the past four weeks. A detailed account of the intervention session is portrayed below:

“Tonight, students were given their journals to record an entry for the week. As usual, they appreciated the variety of prompt questions listed because it gave them the freedom to answer any question which applied to them. During the exercise,

students were observed reading my comments, referencing individual Spanish-English dictionaries, and reviewing vocabulary terms before responding in their notebooks. After about 15 minutes, students turned to those sitting at the same table and discussed what they had recorded in their journal entries. Due to relaxed body language, facial expressions, verbal praises, and motivational suggestions, it was clear that every participant enjoyed the interactive experience.”

Based on the observational field notes, the initial fear to use English in class was eliminated and replaced by a feeling of confidence in the majority of student participants (Theme 1). Relationships which had been formed in the first month had grown stronger, and indications of long-lasting improvements in English competence were tied to group activities (Theme 2) or peer feedback (Theme 3) by the end of the study. Furthermore, Themes 2 and 3 can be connected directly to numerical data through an examination of both pre and post scores in grammar and spelling. In the next section, details regarding the impact of group work on grammar and spelling errors will be demonstrated via mean and standard deviation calculations of each category. The value of peer feedback and the student dialogue journal to improve grammar and spelling will also be interpreted.

Spelling and Grammar Data.

The process of analysis for this three-month study was both qualitative and quantitative. In two paired *t*-tests, outcomes were organized by analyzing calculated errors across 10 entries in each student’s dialogue journal. This determined how many grammar and vocabulary misspellings had been present in the beginning of the study versus those present at the end of the study. The results among all 19 participants

illustrated the differing rates at which they understood and improved their English writing fluency over the course of the study. In the third section of these results, written examples of journal fluency will be discussed.

Both small and significant improvements were noted in the paired *t*-tests alongside a few negative outcomes. In Table 1, there are a total of four columns (A, B, C, D), where each carries an abbreviated title. Starting with Column B, or “Gr Avg B4,” the participant grammar errors were calculated across four separate dialogue journal entries, as mentioned above. This reflects evidence that students practiced writing for 4 weeks before initiation of the peer feedback method in week 5, or Day 5 of the observations. The average of those errors was then entered for all nineteen participants, and compared to Column C, or “Gr Avg after,” by using the same process. This reflected scores from student dialogue journal entries for the remaining period of the study.

Column D, or “Diff Gr B4-After,” provides the difference between the pre and post scores, illustrating whether students improved or declined in their grammar abilities. High numbers (18) meant large improvements, low numbers (1) symbolized little improvement, numbers of zero showed no improvement, and negative numbers (-4.5) revealed that student’s performance on the final assessment had deteriorated by the end of the experiment.

Table 1. Average Grammar Errors Before and After Intervention

A	B	C	D
Student	Gr Avg B4	Gr Avg After	Diff Gr B4-After
Michael	6	6	0
Emilio	11.5	7.5	4
Daniel	5.5	4	1.5
Juan	17.5	4.5	13
Emmanuel	25	7	18
Javier	7	5.5	1.5
Gabriel	9	8	1
Elise	5.5	3	2.5
Martha	6.5	6	0.5
Daniela	4	5.5	-1.5
Alma	8	5	3
Claudia	15	12.5	2.5
Lucia	10.5	9	1.5
Elena	11.5	2.5	9
Yesenia	7.5	6.5	1
Paula	4	8.5	-4.5
Beatriz	7.5	8	-0.5
Mariana	5.5	4.5	1

A	B	C	D
Rosa	3.5	4	-0.5

The mean was calculated for class grammar averages before (“Gr Avg B4”) and after (“Gr Avg after”) the date of peer feedback intervention, from the number of participants in the study. The Gr Avg B4 equaled a mean of 8.97 when divided across all 19 ESL students, which meant that the class had more grammar mistakes on average prior to introducing peer feedback.

Table 2. Statistics on Grammar Means and Standard Deviations

Sample	N	Mean	StDev	SE Mean
Gr Avg B4	19	8.97	5.38	1.2
Gr Avg After	19	6.18	2.40	0.55

In Figure 1, a visual bar graph representation of the 19 pre and post scores are arranged. The biggest improvements shown in the data were from Emmanuel and Juan, whose grammar errors are included below. In Emmanuel’s case, a “pre” score of 25 errors vs. a later “post” score of 7 errors signified that the combination of dialogue journals and peer feedback helped him improve overall writing abilities.

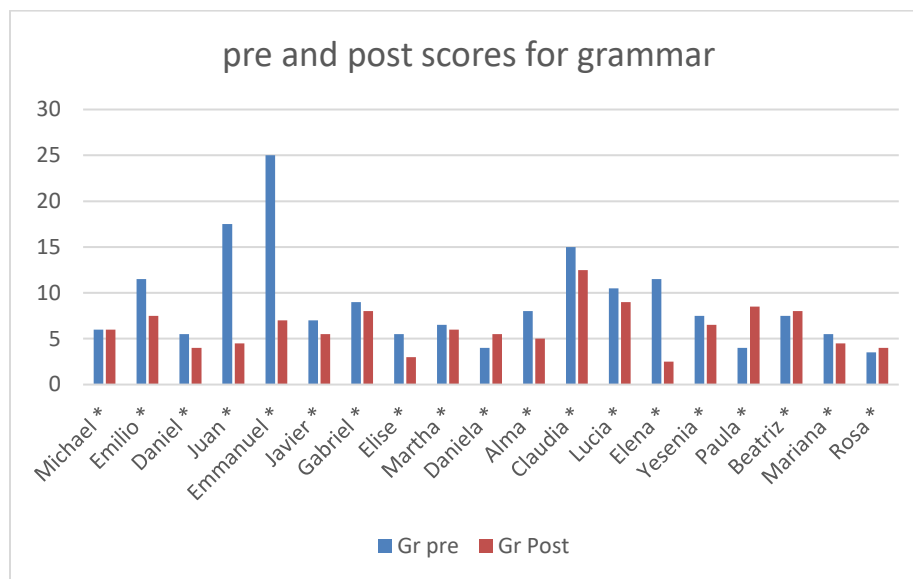


Figure 1. Pre and Post Grammar Scores

Juan's pre (17.5) and post (4.5) scores also showed similar outcomes to Emmanuel.

In Table 3, there are also a total of four columns (H, I, J, K), where each carries an abbreviated title. Starting with Column I, or "Sp Avg B4," the participant spelling errors were calculated across four separate dialogue journal entries, parallel to the way grammar errors were calculated. This again reflects evidence that students practiced writing for 4 weeks before initiation of the peer feedback method in week 5, or Day 5 of the observations. The average of those errors was then entered for all nineteen participants, and compared to Column J, or "Sp Avg after." This reflected scores from student dialogue journal entries for the remaining period of the study. Column K, or "Diff Sp B4-After," revealed the difference between the two sets of numbers in Column I and Column J, and also whether students either improved or declined in their spelling abilities.

Table 3. Average Spelling Errors Before and After Intervention

H	I	J	K
Student	Sp Avg B4	Sp Avg After	Diff Sp B4-After
Michael	1	0.5	0.5
Emilio	4	0.5	3.5
Daniel	3.5	1.5	2
Juan	4.5	2	2.5
Emmanuel	6.5	2.5	4
Javier	6.5	7	-0.5
Gabriel	6.5	3.5	3
Elise	3	0.5	2.5
Martha	2.5	1.5	1
Daniela	1.5	1	0.5
Alma	3	3	0
Claudia	5	2	3
Lucia	9	3.5	5.5
Elena	3.5	2	1.5
Yesenia	5.5	3.5	2
Paula	1.5	1.5	0
Beatriz	7.5	4	3.5
Mariana	3.5	1.5	2

H	I	J	K
Rosa	2.5	0.5	2

High numbers in Column K (e.g., 5.5) meant large improvements, low numbers (1) symbolized little improvement, numbers of zero showed no improvement, and negative numbers (e.g., -0.5) revealed that student skills decreased by the end of the experiment.

In Table 4 the mean was achieved for class spelling averages before (“Sp Avg B4”) and after (“Sp Avg after”) the date of peer feedback intervention, from the number of participants in the study (“N”). The Sp Avg B4 equaled a mean of 4.24 when divided across all 19 ESL students, which meant that the class had more spelling mistakes on average prior to introducing peer feedback.

Table 4. Statistics on Spelling Means and Standard Deviations

Sample	N	Mean	StDev	SE Mean
Sp Avg B4	19	4.24	2.20	0.50
Sp Avg After	19	2.21	1.62	0.37

In Figure 2, a visual bar graph representation of the 19 pre and post scores are presented. The biggest improvements shown in the data were from Lucia and Emmanuel, whose spelling errors are included below. In Lucia’s case, a “pre” score of 9 errors vs. a later “post” score of 3.5 errors signified that the combination of dialogue journals and peer feedback helped her improve overall spelling abilities. Emmanuel’s pre (6.5) and post (2.5) scores also showed similar outcomes to Lucia.

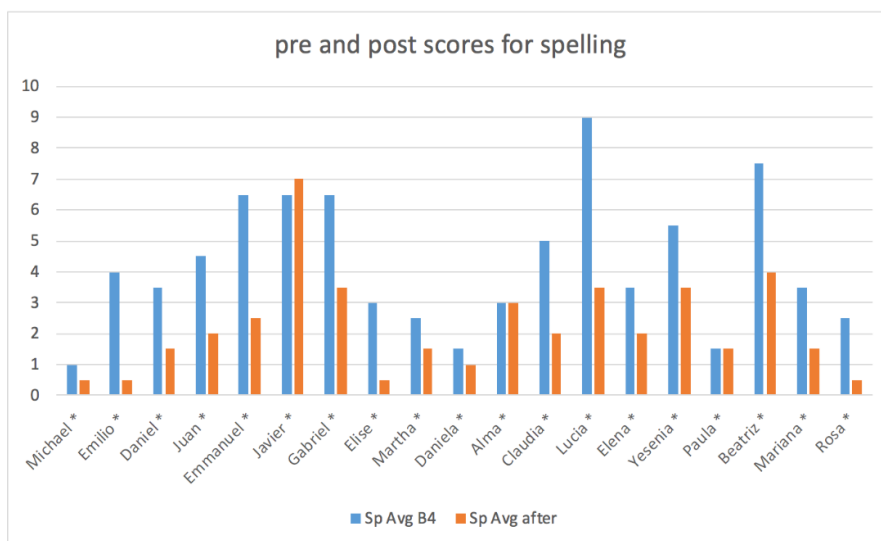


Figure 2. Pre and Post Spelling Scores

In Table 5 the differences between pre and post scores for grammar, as well as for spelling are shown. In Table 5, the first variable, “Diff Gr B4-After,” is an average class mean of 2.79 with a standard deviation of 5.25.

Table 5. Spelling and Grammar Differences Before vs. After

Variable	N	Mean	StDev
Diff Gr B4-After	19	2.79	5.25
Diff Sp B4-After	19	2.026	1.550

In comparison, the second variable, “Diff Sp B4-after,” shows an average class mean of 2.026 with a standard deviation of 1.55. Through the same process, individual error differences from both “pre” and “post” sets of spelling data are derived, aligning with Column K in Table 3. While students tended to improve their abilities in both grammar

and spelling, this data displayed a greater improvement in grammar by the culmination of the study when comparing numerical means from Tables 4 and 2.

In Table 6, correlations between spelling pre-post averages and grammar pre-post averages were analyzed to determine whether the peer feedback intervention led to changes in the data. According to the calculations below, it became apparent that students carried similar grammar and spelling scores prior to the intervention, but after introduction there was no significant relationship between grammar and spelling. The overall data for each variable (Gr Avg B4, Gr Avg after, Sp Avg B4, Sp Avg after) weighed positive and negative factors for all 19 student participants, including grammar and spelling comprehension, or lack thereof.

Table 6. Spelling and Grammar Correlations Before vs. After

	Gr Avg B4	Sp Avg B4	Gr Avg After
Sp Avg B4	0.460		
	0.047		
Gr Avg After	0.275	0.415	
	0.255	0.077	
Sp Avg After	0.131	0.710	0.211
	0.592	0.001	0.385

Correlation r-value

p-value

By the end of the three-month study, there were some anomalies present, like Javier's increase of spelling mistakes from Table 3 (6.5 errors before intervention, 7 errors after).

In terms of grammar, four students performed poorly in their “post” intervention scores by the end of the experiment, ranging from a low of -4.5 to -0.5 respectively (see Table 1). However, when peer feedback and dialogue journals were combined, it was noted that both methods successfully helped the ESL class as a whole. On average, 14 out of 19 participants (74%) improved their grammar, and 16 out of 19 participants (84%) improved their spelling. In the next section, themes from the Observation Data will be revisited with examples of student dialogue journal entries and examined to determine the acquisition of fluency.

Journal Analysis.

The first theme that emerged in the student dialogue journals focused on the level of student discomfort which affected many of the participants by tracking changes that showed positive differences in comfort over time. While several students felt apprehensive about using the English language and claimed they became “stuck,” “confused,” or had difficulty “expressing themselves,” only one student truly experienced discomfort. During week 2, Juan shared general enjoyment of the course and provided examples of what he absorbed that evening. However, the entry transitions to describe a different mood when Juan mentions the disconnect he senses between comprehending a conversation and verbally speaking. In the following excerpt, outcomes on this exchange supports the first theme in terms of student discomfort (red = spelling error, highlighted = grammar error):

“The experience today was great and very **useful** **we learn** and **practiques** **others** **cultures** we make some **coments** about **poplations**, **the** tallest building **I** like it.”

Because is important to know what we have in different parts of the world. I think I learn a lot of information when I listen very carefully the teacher but when I try to comment, I feel little nervous because I think I speak wrong the word but I know will do it better if I keep trying. I think can understand almost the whole conversation when I speak with someone, but I can't speak very clear and I have to repeat some of the words two times. I would like to improve my speaking.”

Juan's fears of speaking in English because he believes his verbal clarity is not as strong as his listening skills. On the other hand, increased levels of comfort and overall happiness were experienced by many participants throughout the remaining weeks of the study. In Gabriel's situation, the week of the peer feedback intervention proved to be a turning point in his English language learning process. While earlier entries did not explicitly show discomfort, Gabriel explained that he had trouble with public speaking and pronunciation. Still, he revealed that continuous practice, effort placed on studying, and initiating conversations with coworkers led to “more self-confidence” and a desire to help others with English. The excerpt below details his final journal entry:

“I'm glad taking this class, I feel comfortable. We practice every day, we keep a conversation often times and everyone has to expose in from of the class. I like that we meet each other more close and thats made me feel more comfortable. Profesor Martin is very useful and he motivate the class to speak more English. In a fact this class was very fun, and I have learned many things that I going to use to take next class.”

In the second theme, evidence of group work was documented, including positive influences on writing, speaking, or listening skills. It was found in the majority of ESL student dialogue journals that spending time interacting with classmates held a number of benefits. For instance, Beatriz reported that she likes to work in groups because it allows members to “argue the problems” they encounter when engaging in debate about specific topics. Another student, Lucia, gives attention to the development of friendship and uncovering common cultural interests. Yet, Rosa’s view on group work reinforces the second theme in her dialogue journal entry:

“It’s good, but I need more practice. I **learn** about other **country**s, their customs, and **languages**. I can’t speak a lot of English with my partners. When I talk with some people **I’m** forget words, and **need talk** more. My partners are good! I like the class!”

Connecting thought to her enthusiasm for learning English, Rosa seems to understand that memorization plays a key role in mastering a new language. Having issues with speaking, Rosa became pushed to socialize more with her peers, which ultimately improved motivation.

In the third theme, the assessment of fluency was reported as well as how it tied to previous observation data examples, such as conversations in the ESL classroom.

Fluency in student dialogue journal entries was identified through the accuracy of sentence compilation, writing flow, and improvement of both grammar and spelling by the end of the study. Two distinct examples of improved English speaking and listening skills are included below from Daniel, a student who credits the course as well as the

experiment. The dialogue journal entry below illustrates the number of mistakes made when the peer feedback intervention was introduced:

“Has been bery good since I started this classes. I have improve my oral skills, when I have to learn a new word is more easy and take less time to keep ind my mind. Yes, now I can write more faster and remember mor sentences easily, this is my first semester in the college I tink I am going good. I believe that I need to lear more but your analysis let me now that I am inthe right way.” (7 spelling errors; 10 grammar errors— “Has” should be “It has,” “improve” should be “improved,” “is” should be “it is,” “more easy” should be “easier,” “take” should be “takes,” “more faster” should be only “faster,” the comma should be a semicolon, “I” should be “and I,” “going” should be “doing,” and “inthe right way” should be changed to a new phrase, like “headed in the right direction.”)

Daniel’s second journal entry demonstrates enhanced English writing skills, particularly across both areas of spelling and grammar. After the intervention was introduced, a noticeable difference was seen in his errors, mirroring almost perfect scores:

“I can say that my progress is good every week because I can remember a lot of words at the same time. I can explain better the ideas. Even I can remember more words, I still want to improve. Now I can understand around 90% of a conversation but I want to make sure that is the right sentence in my writing.” (0 spelling errors; 3 grammar errors— “better the ideas” should be rewritten as “the ideas better,” “Even” should be changed to “Even though,” and the phrase “is the right sentence” should be rewritten as “I am using the right sentences.”)

In Week 10, all participants began preparing for the close of the experiment. A general class discussion was held about the writing process, where students reflected on the past 9 weeks. Prof. Rodríguez-Juárez opened the dialogue by questioning how students felt the activity had been helpful to them, and three students shared their impressions aloud. Opinions were upbeat, as participants commented about ways the dialogue journal method dramatically improved overall English vocabulary comprehension.

Students also explained that writing in English has challenged them to “think” more before selecting words to include in their sentences and paragraphs. An excerpt from Martha’s dialogue journal labeled the technique as a sufficient “tool” for ESL learners:

“Sarah, I will be follow your comments and ideas. I try to practice when I have time at home and in the school. I want to be better every day. Hopefully you can come for next semester because this journal its good tool for us to use. This is what we need for more learning is very important.”

This coincided with the consensus reached by the class as a whole, which stated the dialogue journals truly helped them become better writers over the course of the semester’s experiment. In addition, several students stated my notebook corrections of spelling and grammar errors consistently taught them awareness of proper English use in the college classroom. In the next chapter, results from this study will be discussed in the context of the extant literature.

Discussion

The primary purpose of this study was to examine the effectiveness of dialogue journals and peer feedback when used simultaneously in order to achieve English fluency among college level ESL students. Earlier research suggested that journal writing was valued in adult literacy education due to its genuine flexibility, reflective opportunities, and promotion of interactive engagement between ESL learners and teachers (Kim, 2005; Peyton, 2000). Highlighted by Holmes and Moulton (1997), it was concluded that dialogue journals leave room for topics “relevant to learning,” modeling proper grammatical forms, and serve as a foundation for language to emerge. Furthermore, dialogue journals can connect language and thought, providing students learning a second language access to a convenient outlet for extended practice of what they may or may not understand.

To test the effectiveness of dialogue journals over the course of the semester, 19 ESL students were encouraged to write weekly entries for one month exclusively. Without the presence of peer feedback, study participants focused on the development of spelling and grammar skills and were corrected on the accuracy of their responses to associated prompt questions. Out of four possible questions, participants were allowed to choose whether a single question or multiple questions resonated with their weekly individual learning experiences. This autonomy gave students a sense of freedom, which aligned with Tanner and Clement’s (1997) statement regarding student interest, motivation, and exploration of ungraded English writing. By the end of the experiment,

ESL students were no longer scared to make mistakes, based on observed and written conversations. Additional results from the experiment revealed a noticeable improvement in the majority of students, including an overall increase in L2 written expression and confidence among the ESL class. These reinforced arguments posed by Mlynarczyk (1998) and Larrotta (2009) that journaling in the form of a “dialogue” can have a significant effect on ESL students’ communication in college, especially when compared to alternative writing strategies, like essays.

According to the literature review, peer relationships can often be fostered through exposure to group-centered activities which benefit ESL students by giving them the chance to communicate with a “defined audience” who experiences shared difficulties in writing (Hafernik, 1983; Hyland, 2000). Following the introduction of peer feedback as a secondary tool, participants were observed to determine whether such a positive impact occurred during the remainder of the dialogue journal writing process. While comments from students showed praise for both teacher feedback and peer feedback, a greater appreciation was placed on interwoven opportunities of peer advice in journal writing sessions because it offered guidance unique from the instructor. In turn, observation field notes which studied peer interactions showed that students became more comfortable and open with their classmates over time, supporting Hafernik’s (1983) view that trust develops among ESL students who participate in peer feedback. The technique was also seen by authors as relinquishing more control to students, and observations confirmed that students were able to make active decisions regarding use of their peers’ comments when they edited their writing. Finally, data collected from the

number of student errors in grammar and spelling showed improved comprehension of English, which correlated with themes of positive group interactions on English growth and influences of peer feedback on English skills.

Second language fluency was mentioned by Denne-Bolton (2013), Kim (2005), Peyton (2000), Larrotta (2009), and Tanner and Clement (1997) in the literature review, which was noted as paramount for second language learning adults. Due to the continuous requirement of ESL interaction when composing dialogue journal written material, teachers must allow their students the option of writing whatever they want during class. Known as “playing” with an L2 language, Denne-Bolton’s (2013) student-centered approach proved to enhance cognitive and linguistic maturity in Prof. Rodríguez-Juárez’s ESL students, which would not have occurred if the study placed restrictions on response styles to designated prompt topics. This freedom not only initiated authentic replies in student entries, it began small group conversations which contained feedback delivered in a “supportive manner,” similar to the theory proposed by Best et al. (2014). To follow the progress of ESL student writing, a journal analysis was conducted to determine English language competence as modeled through earlier research. Results from the study enabled Prof. Rodríguez-Juárez and I to realize how the ESL class privately reflected on speaking and listening activities each week, as well as how participants translated their individual experiences from various native languages (L1) to coherent sentences in L2 (Leki, 2007).

Spelling and grammar data demonstrated that the class wrote more fluently in their journals and with an average decrease in grammar mistakes after introducing peer

feedback. In addition, fewer spelling errors were reported on average after introducing peer feedback, which suggests that the combination of peer feedback and dialogue journals worked to aid ESL college students in becoming more fluent with the English language.

Conclusion

The utilization of dialogue journals and peer feedback were chosen from a set of best practices designed to assist adult ESL students in college improve their English fluency in the classroom. Evidence from related literature on the success of these two methods led to an experiment which combined dialogue journal writing with opportunities for peer feedback interactions. For three months, 19 ESL students at Gavilan College were observed and documented in field notes which meticulously recorded cooperation or adversity to peer feedback sessions, English language ability while speaking, listening, or writing, and how many errors were made in grammar and spelling. Pre and post scores were also compared to represent whether students' understanding of English improved after the intervention of the peer feedback method.

Study outcomes revealed that students became more self-confident with English (L2) skills, comfortable sharing entries or engaging with classmates, and increased overall English fluency. On average, 14 out of 19 participants (74%) improved their grammar, and 16 out of 19 participants (84%) improved their spelling. Thus, it can be concluded that dialogue journals and peer feedback help achieve English fluency among college level ESL students when merged together.

Limitations

Data for this study was collected using word counts to evaluate the number of errors and determine if the error rate changed during the peer feedback intervention. This data showed significant improvements and a reduction of errors across the three

measurements. However, as the length of entries increased over the intervention period, using ratios (errors/100 words) would most likely produce even greater evidence for the effectiveness of the intervention. Further measurement of this technique could be examined with increased dialogue journal writing sessions, occurring on a daily basis and not just once per week.

Recommendations.

In this study, a fair amount of success was achieved across the ESL class as a whole. The experiment was performed on a small scale, with only 19 student participants utilizing the two methods listed above. Future research would benefit from a larger sample, in order to provide more evidence that dialogue journals combined with peer feedback is an effective means to obtain increased English fluency in college level ESL learners. Finally, the study was carried out over the period of one semester. It should be considered by educators that extending the study for a longer duration, without time constraint, will yield higher comprehension rates in ESL grammar and spelling.

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Appendices

Appendix A

Martin's Questionnaire

Q1: How did this journal experiment help your students with English? Explain.

A1: According to the comments from my students, this journal experiment helped them to develop their writing skills. It was really good to see them doing their best to complete their journal each week. As their professor, I noticed that their writing significantly improved from the start of the semester. I felt that this experiment allowed the students to learn new words and new vocabulary in order to survive real-life situations in the English world. The feedback that you wrote for them was also really useful. It gave them suggestions on various ways they could improve their grammar and communicative abilities.

Q2: Do you feel like writing in dialogue journals improves an ESL student's spelling and grammar skills?

A2: Yes, I completely agree that writing in journals improves an ESL's overall skills, especially if some of those students had no prior experience with English before. They expand not only their spelling and grammar, but speaking and listening as well. When they write down an entry, perhaps they might read it aloud to hear how it sounds, or if it's correct. Your comments notifying those who used the wrong spelling or punctuation was a source of great value for them to improve their English skills because the conversation, or dialogue, helps them work towards fluency.

Q3: How did working in peer groups help your students with English?

A3: As you know, I always want them to work in peer groups. With every activity or assignment, they always receive feedback from their classmates to understand their mistakes. However, I also want them to realize that sometimes we need different opinions from our friends and classmates, not solely from our teachers. I felt that this was one of the best things to do this semester, so your experiment was definitely beneficial for language learners.

Q4: Were the opinions of your students positive when sharing their journal entries with peers?

A4: Their opinions were positive and negative. Still, I recommended that they should try to use negative feedback as positive, because we are constantly learning how to grow and improve any skills that are lacking.

Q5: If students provided negative feedback, why was it negative? Were they too shy to share with each other, was the peer interaction not helpful, or was the advice from their classmates too critical?

A5: Yes, I think that a couple of my students were too shy. For some of them, this research was a bit private, and it took them longer to become comfortable with the concept of sharing their thoughts with each other. Another reason that they struggled to participate fully was due to the fact that it was their first time writing in a journal, or writing in English at all, and so they were embarrassed of how their sentences translated.

Appendix B

Script for Research Study

Hello! My name is Sarah Stone and I am a graduate student currently earning my Master's degree in Education from Humboldt University. I am conducting a study for my thesis research under the guidance of Dr. Eric Van Duzer, Graduate Program Coordinator, and Prof. Rodriguez-Juarez. I am studying how peer feedback and dialogue journals help enhance the English learning experience of ESL students in a community college setting, including the development of writing and oral skills. This research will take approximately 3 months, during which I will observe and take notes of student interactions in the classroom.

Dialogue journals will be distributed to those who choose to participate and writing exercises will follow a set of prompt questions related to the course. If you volunteer as a participant, you will be asked to complete 1-2 journal entries per week. Upon collection, grammar and spelling will be analyzed to track your progress. By the end of this research study, I hope that these opportunities will have improved your overall fluency in English, and that you become better at speaking, writing, and communicating with the language as a result. Benefits to volunteering in the study will be awarded in your final grade and will be counted towards your participation points if you choose to be a part of the research. However, you also have the right not to participate at all or to leave the study at any time. If you are interested, please fill out one of the informed consent forms and I will be in touch with you.

Thank you! I look forward to working together.

Appendix C

INFORMED CONSENT FORM

I would like to ask you to be a part of my study on whether working with other students on your writing will help you get better at English faster. My name is Sarah Stone, and I am a graduate student at Humboldt State University. The purpose of this research is to evaluate the effectiveness of peer feedback and dialogue journal writing on the mastery of spoken English skills among ESL students studying English at a community college in northern California. Weekly journals with a standard prompt will be collected and analyzed for grammar and spelling. Observations will also be done once a week throughout the study. If you decide to participate, you will be asked to write 1-2 journal entries per week. These entries will answer a set of standard prompt questions related to course topics taught in class, and I will be collecting and responding to your answers.

After a few weeks, opportunities for peer feedback will be given. Your participation in this study will last three months. Direct quotations from journal entries will be used at the end of the research study with the participant's permission. There are some possible risks involved for participants. These risks are: general discomfort when answering prompts, engaging in peer feedback, and sharing journal entries with peers, myself, or the instructor. However, risk management procedures will be set in place to ensure that all participants remain as comfortable as possible, by requiring everyone to provide positive feedback and respect to each other's needs or feelings. There are some benefits to this research, particularly as they pertain to the improvement of ESL student learning, English fluency, and contributions to the field of education. Your participation in this project is voluntary. You have the right not to participate at all or to leave the study at any time without penalty or loss of benefits to which you may

otherwise be entitled. If you decide to participate, incentives associated with the study will act as points added to your class participation grade.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Measures to ensure your confidentiality are the use of pseudonyms for analyzing data. Students will agree prior to the study to not discuss student work with anyone outside the classroom. The data obtained will be maintained in a safe, locked location and will be destroyed after a period of three years after the study is completed. This consent form will be maintained in a safe, locked location and will be destroyed after a period of 3 years after the study is completed. If you have any questions about this research at any time, please call me at 408-710-5799 or email me at sls1241@humboldt.edu. You may also contact Dr. Eric Van Duzer at evv1@humboldt.edu. If you have any concerns with this study or questions about your rights as a participant, contact the Institutional Review Board for the Protection of Human Subjects at irb@humboldt.edu or (707) 826-5165. Your signature below indicates that you have read and understand the information provided above, that you willingly agree to participate, and that you understand that your participation is voluntary, and you may stop at any time.

Signature _____ Date _____

Appendix D

INFORMED CONSENT FORM (SPANISH)

Usted está invitado a participar en un estudio de investigación que incluirá los efectos de la retroalimentación formal entre pares sobre el desarrollo de la escritura y las habilidades orales. Mi nombre es Sarah Stone, y soy estudiante de postgrado en Humboldt State University. El propósito de esta investigación es evaluar la efectividad de la retroalimentación entre pares y la escritura de un diario de diálogo sobre el dominio de las habilidades del inglés hablado entre los estudiantes de ESL que estudian inglés en un colegio comunitario en el norte de California. Las revistas semanales con un mensaje estándar serán recogidas y analizadas para gramática y ortografía. Las observaciones también se realizarán una vez a la semana durante todo el estudio. Si decide participar, se le pedirá que escriba 1-2 entradas de diario por semana. Estas entradas responderán a un conjunto de preguntas estándar relacionadas con los temas del curso que se imparten en clase, y recogeré y responderé a sus respuestas.

Después de algunas semanas, se darán oportunidades para comentarios de colegas. Su participación en este estudio durará tres meses. Las citas directas de las entradas del diario se utilizarán al final del estudio de investigación con el permiso del participante. Hay algunos posibles riesgos involucrados para los participantes. Estos riesgos son: incomodidad general al responder preguntas, participar en la retroalimentación de compañeros y compartir entradas de diario con compañeros, yo o el instructor. Sin embargo, se establecerán procedimientos de gestión de riesgos para garantizar que todos los participantes permanezcan lo más cómodos posible, al requerir que todos brinden comentarios positivos y respeten las necesidades o sentimientos de los demás. Hay algunos beneficios en esta investigación, particularmente en lo que respecta a la

mejora del aprendizaje de los estudiantes de ESL, la fluidez en inglés y las contribuciones al campo de la educación.

Tu participación en este proyecto es voluntaria. Tiene derecho a no participar en absoluto o abandonar el estudio en cualquier momento sin penalización o pérdida de beneficios a los que de otra manera podría tener derecho. Si decide participar, los incentivos asociados con el estudio actuarán como puntos agregados a su grado de participación en la clase. Cualquier información que se obtenga en relación con este estudio y que pueda identificarse con usted será confidencial y se divulgará solo con su autorización. Las medidas para garantizar su confidencialidad son el uso de seudónimos para analizar datos. Los estudiantes acordarán antes del estudio no discutir el trabajo del alumno con nadie fuera del aula. Los datos obtenidos se mantendrán en un lugar seguro y cerrado y se destruirán después de un período de tres años después de que se complete el estudio. Este formulario de consentimiento se mantendrá en un lugar seguro y cerrado y se destruirá después de un período de 3 años después de que se complete el estudio.

Si tiene alguna pregunta sobre esta investigación en cualquier momento, llámeme al 408-710-5799 o envíeme un correo electrónico a sls1241@humboldt.edu. También puede contactar al Dr. Eric Van Duzer en evv1@humboldt.edu. Si tiene alguna inquietud con este estudio o preguntas sobre sus derechos como participante, comuníquese con la Junta de Revisión Institucional para la Protección de Sujetos Humanos a irb@humboldt.edu o (707) 826-5165. Su firma a continuación indica que ha leído y entendido la información proporcionada anteriormente, que acepta voluntariamente participar, y que comprende que su participación es voluntaria y puede detenerla en cualquier momento.

Nombre _____ Fecha de firma _____

Appendix E

Dialogue Journal Transcription

Error Codes: **RED = Spelling**; **YELLOW = Grammar**

Pseudonyms

- 1) Carolina* (In part a, Carolina answered 1 prompt question; In part b, Carolina was answering all 4 of the prompt questions; Moved back to Mexico before the end of the study)
 - a) First Entry: “I like this class and I learn **diferents thinks** about **others** students about the cultures. My teacher is very **nice** I love my **Class. Because** I practice my **english** with **others** students.” (5 spelling errors; 4 grammar errors— “nice” should be followed by a comma, “class” should not be capitalized, the period should be removed, and “because” should not be capitalized)
 - b) Second Entry: “Today the thing that I **like** in **Class** was **speek** my **english** with my **Class**, talking about some questions. **In this week** was very good. **And also I learn** about **diferents** cultures about **others contries**. My problem is to **speek** my **english** because I feel afraid to **speek**. I wish to **speek** my **english** **perfect is my dream**. I **realy** wish to improve my **english**.” (12 spelling errors; 6 grammar errors— “like” should be “liked,” “Class” should not be capitalized both times, “In this week” should be rewritten to “This week,” “And also I learn” should be rewritten as “Also, I learned,” and “perfect is my dream” should be changed to “perfectly, it’s my dream.”)
 - c) Intervention Entry: N/A
 - d) Final Entry: N/A
- 2) Rosa* (In part b, Rosa answered 3 of the prompt questions)
 - a) First Entry: “Today: I **thing** the different places, **lenguages**, culture, food, people, literature, and clothes, is good for **me. Because** I have to go to learn other things **to** and meet nice people and **friendly**.” (3 spelling errors; 4 grammar errors—the comma should be removed, the period after “me” should be removed, “Because” should not be capitalized, and “friendly” should be changed to “be friendly.”)

- b) **Second Entry:** “It’s good, but I need more practice. I **learn** about other **country**s, their customs, and **languages**. I can’t speak a lot of English with my partners. When I talk with some people **I’m** forget words, and **need talk** more. My partners are good! I like the class! The teacher is very good!” (2 spelling errors; 3 grammar errors— “learn” should be “learned,” “I’m” should be changed to “I,” and “need talk” should be “need to talk.”)
- c) **Intervention Entry:** “My oral experience today: I feel **better** every day I have more practice and I talk **little** more with my partners. About the cultural problems, I **learn to much** and **learning another** **custums**. My problem is **I need speak** more, my English is not good. I understand, but I can’t speak **to** much. Maybe another book or notes. More vocabulary!” (3 spelling errors; 7 grammar errors— “better” should have a comma after it, “little” should be “a little,” “learn” should be “learned,” “to much” should be “a lot,” “learning” should be “learned about,” “another” should be “other,” and “I need speak” should be “I need to speak.”)
- d) **Final Entry:** “I’m glad to understand my troubles **Because** I need some people to speak more English and I like to be here. **Then**, thank you for your effort and thank you for your time. I want to study hard **for** learn more. Thank you!” (0 spelling errors; 3 grammar errors— “Because” should not be capitalized, “Then,” should be replaced with “Also,” and “for” should be rewritten as “in order to” or “so I can.”)
- 3) Felipe* (In part a, Felipe answered 1 of the prompt questions; Moved back to Mexico before the end of the study)
- a) **First Entry:** “I **lern to** **others** cultures. I **now** **when exchange** flowers in **others** **country**s.”
(5 spelling errors; 2 grammar errors— “to” should be changed to “about,” and “when exchange” should be changed to “when to exchange.”)
- b) **Second Entry:** N/A
- c) **Intervention Entry:** N/A
- d) **Final Entry:** N/A
- 4) Gabriel* (In part a, Gabriel answered 1 prompt question; In part b, Gabriel answered all 4 prompt questions)

- a) **First Entry:** “Today Wednesday I learned many things from my **clasesmates** and the **profesor** Martin like **lenguages** from **diferent** states of Mexico and other countries like **Thailand Also** we talked about **story**, food, greetings, we **discused** and made comments about this.” (5 spelling errors; 5 grammar errors— “Today Wednesday” should be “Today, on Wednesday” or “Today was Wednesday and,” “Martin like” should be changed to “Martin, like,” “Thailand Also” should have a period after Thailand and a comma after also, “story” should be changed to “stories,” and the comma after “greetings” should be removed.)
- b) **Second Entry:** “Today Monday I learned that I **need improve more my** English skills and practice English, like **write, listen**, speaking, pronunciation etc. My **experince** in class is good so **far** last class was good. I like to be **entuciast** and keep **pasion that** what **I doing** I like **teach** to others **that** I learned but I **stills** have a lot of **problem** I **need speeh** more in public and expand my **vocavulary** and get better **pronuciation**. Thanks.” (8 spelling errors; 13 grammar errors— “Today Monday” should be “Today, on Monday” or “Today was Monday and,” “need improve” should be “need to improve,” “more my” should be “more of my,” “write” should be “writing,” “listen” should be “listening,” “far” should instead say “far, and the,” “pasion that” should be fixed in its spelling as well as read “passionate about,” “I” should be “I’m,” “doing” should have a period after it, “like teach” should be “like to teach,” “that” should be changed to “what,” and “need speeh” should read as “need to speak” after “speeh” is fixed to its proper spelling.)
- c) **Intervention Entry:** “Yes **I’m** think the prompt questions are very **helpful that** help me to think that I **hove** to **to** put more effort **to study** I like to practice **and practice listening** English everywhere and improve my English at **work as** I speak more and **listening** I feel better **get me** more self **confidence** to share with my classmates, my **coworker my thinking** I like to keep a great **attitud** **I** going to do my **best** thanks for everything and **I** going to help **another people**” (4 spelling errors; 19 grammar errors— “I’m” should be “I,” a period should come after “helpful,” “that” should be capitalized, “to” should be removed, “to” should be “into,” “study” should be “studying” and have a period after it, “and practice” should be removed, “listening” should be “listening to,” “work” should have a period after, “as” should be capitalized, “listening” should be “listen” and have a comma after, “get me” should be “and get,” “coworker” should have a comma, “my thinking” should be “and my thinking” with a period to end the sentence, “attitud” should be corrected and have a period after, “I” should be “I’m,” “best” should have a comma, “I” should be “I’m,” and “people” should have a period after.)
- d) **Final Entry:** “I’m glad **taking** this class, I feel comfortable. We practice every day, we keep a conversation often times and everyone has to **expose** in **from of** the

class. I like that we meet each other **more close** and **thats** made me feel more **comfortable**. **Profesor** Martin is very useful and he **motivate** the class to speak more English. **In a fact** this class was very fun, and I have learned many things that I going to use to take **next** class.” (4 spelling errors; 6 grammar errors—“taking” should be “I’m taking,” “expose” should be changed to “have exposure,” “from of” should be changed to read “front of,” “more close” should be “more closely” or “closer,” “In a fact” should be “In fact” with a comma afterwards, and “next” should be changed to “the next.”)

5) Javier* (In part b, Javier answered 2 of the prompt questions)

- a) **First Entry**: “Today we were talking about **diferent** cultures, and the way we are or have **diferent** traditions and greetings, we also **talk** about food, clothing and sports. It’s very interesting how that even **that** we are from the same country, we have our own way in life to do sports, food and **everthin**, **diversity** of traditions **its** what **make** us all special.” (4 spelling errors; 7 grammar errors—the comma should be a semicolon, “talk” should be “talked,” “that” should be “though,” the comma after “everything” should be a period, “diversity” should be capitalized, “its” should be “is,” and “make” should be “makes.”)
- b) **Second Entry**: “Today we talked about places to visit in **California** **we** saw a couple **off** videos about the top 10 most **touristics citys** and places and we **talk** why we should go there. We also talked about 10 worse places to visit or life in the state of California, **and in class** we **discous** about what we can do to improve those places. We **end** up talking about family matters and how we should **race** our children, **witch** for me **it was** a little **confiusing** because that didn’t have anything to do with our topic. **Pleas** correct my spelling if there is any, **Im** sure I have. I think I **personaly** need help spelling and writing.” (9 spelling errors; 7 grammar errors—“California” should have a period after, “we” should be capitalized, “talk” should be “talked,” “and in class” should have a comma after, “end” should be “ended,” “it was” should be changed to “was,” and “Im” should be “I’m.”)
- c) **Intervention Entry**: “**Firstable** I will like to thank you for helping me with my spelling. **thank** you so much! **Yes** I will like if **is posible** that you can keep helping me with my **misspeling** words. Today we **work** on the computer lab since the **beginning** and to be **honest** I like to come to the computer lab, because **we random activitys** and that **challenge** me a **lil** bit more, **today Im** just **nervios** because I have to **presentate** and I feel that I’m not **prepare enough** to accomplish everything I want to talk about. **lol but** if I do **presentate** today I will be happy with my score, and to be **onest** with you I like to express the way we feel at class.” (12 spelling errors; 14 grammar errors—“Firstable” should read

as “First of all” and have a comma after it, “thank” should be capitalized, “Yes” should have a comma after it, “is” should be “it’s,” “work” should be “worked,” “beginning” should have a comma after it, “honest” should have a comma after it, the period should be removed, “we” should be “we do,” the comma should be a period, “today” should be capitalized, “Im” should be “I’m,” “prepare” should be “prepared,” and “lol but” should be replaced with “However.”)

- d) Final Entry: “Today is **basicyl** the last day of school that **were** going to work in the journal. So **Im** going to say thank you for **help me thru** these months with my grammar, and this part of the class. I enjoyed it because **It** helped me improve my spelling, and also it made me **xpress my self**, and tell how I felt with the daily activities during the course. Thank you so much for your **help hope you** the best in your **proyect** and in life. It was nice to meet you!” (5 spelling errors; 5 grammar errors— “Im” should have an apostrophe in it, “help me” should be “helping me,” “It” should not be capitalized, “my self” should eliminate the space to become a single word, and “help hope you” should have a comma after “help” and the rest of the phrase should be changed to “I wish you.”)

6) Mariana* (In part b, Mariana answered 2 of the prompt questions)

- a) First Entry: “Today I learned about the **differents** cultures, different than my town **for example** the food or the language. I learned why **is** important **know** about other cultures and religion. In so many places **have** **differents** languages and different forms of their **clothings**. **Is interesting** **know** about new **contrys**.” (4 spelling errors; 6 grammar errors— “for example” should have a comma after it, “is” should be “it is” or “it’s,” “know” should be “to know,” “have” should be “they have,” “Is interesting” should be changed to “It’s interesting” or “It is interesting,” and “know” should be “to know.”)
- b) Second Entry: “Today the class was good, but I have problems when I **try speak** with other **person** **is difficult** to me speaking because I don’t know a **lot words** about the topics. When I **lisening** **is easy comprender** but not speak. It’s good the **activites** the teacher does for more practice.” (3 spelling errors; 5 grammar errors— “try speak” should be “try to speak,” “person” should be “people” and have a period after it, “is dificult to me speaking” should read as “It is difficult to speak,” “lot words” should be “lot of words,” “is easy comprender” is a Spanish translation of “to understand” and should be rewritten as “it is easy to understand.”)
- c) Intervention Entry: “The activity we did today was very **good** and I **like** because I **spoked** more and learned new words. I like **visit** new places, I like the nature, animals, and the trees. We **learn** a lot today, about places **can we** visit. Today the class will have a discussion about the worst cities.” (2 spelling errors; 5 grammar

errors— “good” should have a comma after, “like” should read as “liked it,” “visit” should be “to visit,” the comma should be changed to a semicolon or a period, and “can we” should be switched to “we can.”)

- d) **Final Entry:** “All the time **know** **someting** new in the class, the teacher is a good person teaching. Today I did some **exerecises** **in** the computer and it’s good because I read and select the answer. The teacher **put** some exercises and we **hear** and select the answer in our computers, it’s good to learn to listen more carefully.” (2 spelling errors; 5 grammar errors— “know” should be “I learn,” “in” should be “on,” “put” should be “gave,” “hear” should be “listen,” and the comma should be a semicolon.)
- 7) Beatriz* (In part a, Beatriz answered 2 of the prompt questions; In part b, Beatriz was answering all 4 of the prompt questions)
- a) **First Entry:** “Today I **Learned some** cultures, **and the** important ideas and all kinds of foods. The **diferents**, **languages** and literature, clothing, sports. **Who** **diferent** people **communicate**. I am happy to come to learn **Inglis** because I have many problems **to leasining** and speaking and also **Escribir** and I like how my teacher teaching. I need more **practis** and **everiting**.” (8 spelling errors; 7 grammar errors— “Learned some” should not be capitalized and read as “learned about some,” the period should be removed, “and the” should be “and,” the comma should be removed, “Who” should be “How,” “to” should be removed, and “Escribir” is a Spanish translation of “to write” which should be updated to “writing.”)
- b) **Second Entry:** “My experience in class today was that I **learn** the words should, **end** shouldn’t and **make** **sentense** about using **that** words. My problem is when I heard the audio and I **have** to make **Notes**. It is ok but sometimes I feel **stock** and very **confuse**. **Yes** I want to **leard everiting vecause** **is importan** in my life.” (7 spelling errors; 8 grammar errors— “learn” should be “learned,” “make” should be “made,” “that” should be “those,” “have” should be “had,” “Notes” should not be capitalized, “confuse” should be “confused,” “Yes” should add a comma after it, and “is” should be “it is.”)
- c) **Intervention Entry:** “**Hi** Today I **Learn** about cities and parks **of** California **have** and also we **learn** about the worst **Plases** that California **have**, like **Okland** and Salinas, Hollister, and Watsonville, **about** **gangas** and people **Don**’t have work and education and what we **Can** do to help **them it** **Was** a good **discouse**. I like to work **with in** groups because we learn more. Thanks for **you** help.” (5 spelling errors; 15 grammar errors— “Hi” should have a period or exclamation point after it, “Learn” should be lowercase, “of” should be “that,” “have” should be “has,” “learn” should be “learned,” “have” should be “has,” the comma should

be removed, the next comma should be a semicolon, “about” should be “we learned about” or “we also learned about,” “Don’t” should be “who don’t,” “Can” should be lowercase, “them” should have a period after, “it” should be capitalized, “Was” should not be capitalized, and “with in” should be one word.)

- d) Final Entry: “Today I learned some **vocavularies** and we **was listening** to an audio. I am having some **dificul to listen** and writing, but I put all my effort into it. **Please** I want you to **carect** me all my spelling because I know I need more practice. I like to work in groups because we can **argue the** problems. For **example** we learned about Machu Picchu, the culture and we use many words. **for** me, it is very **dificult** to write **centens** I am learning and I like this exercise. Thank you so much for your help.” (5 spelling errors; 6 grammar errors— “was listening” should be “were listening,” “to listen” should be “listening,” “Please” should have a comma after, “argue the” should be “argue about the,” “example” should have a comma after the word, and “for” should be capitalized.)
- 8) Emmanuel* (In part a, Emmanuel answered 1 prompt question; In part b, he answered all 4 prompt questions)
- a) First Entry: “Hi, my name is above. In my country (Mexico) I had a English classes in **the highschool**, but at that time **I don’t liked to me much**, because a **thoght** “I will never **used it**” a one year ago I changed my mind. I have to come to **u.s.** because my mother in law **have** been living here and she **get** sick, so my wife told me, “**we** have to move to **u.s.** for take care to my mom” “**she has been living there**” so I’m learning English now because we moved to here, then we have to talk English. **my** English **classe** are very good, I **like so much study**, are fun and interesting, **my** teacher is **young** so I think that’s why my classes are **interesting** he **have a new ideas** about to **teach** us the language in this **contry** and I appreciate so much. **Thank’s.**” (4 spelling errors; 30 grammar errors— “a” should be removed, “the” should be removed, “highschool” should be two words, “I don’t liked” should be “I didn’t like,” “to me much” should be “them much,” “a” should be “I,” “used it” should be “use it,” “a one” should be “but one,” “to u.s.” should be “to the U.S.,” “have” should be “has,” “get” should be “got,” “we” should be capitalized, “to u.s.” should be “to the U.S.,” “for take care to my mom” should be “to take care of my mom,” “she has been living there” should be “she has been living here,” “so” should be removed, “to” should be removed, “then” should be “and,” “talk” should be “speak,” “my” should be capitalized, “are” should be “is,” “like so much study” should be “like to study so much,” “are fun” should be “it’s fun,” “the comma should be a period,” “my” should be capitalized, “young” should have a comma after it, “interesting” should have a semicolon after it, “have a new ideas” should be “has new ideas,” “to” should be removed, and “teach” should be “teaching.”)

- b) **Second Entry:** “It was good, **share** the practice of English with classmates. It’s **helpfull** to me because this way I can learn to **pronunciate** many words or sentences. It was good because we had **a** good material for listening and **practice** the **language**, I mean **spoken**, this English course **its** about **to** listening and speaking so **thats** the better way to learn, **our** **teach** **keep** us speaking **for the** knowledge will **be faster**. When **Somebody** **speak** **quicky**, I have some troubles or problems **for** to understand clearly or easily. **Personally** I think I need more vocabulary, maybe we need some interesting **stories** **and actually** in this English course, we have 3 presentations **for** improve **ours speaking’s** skills **thats** personally I liked **it.**” (9 spelling errors; 20 grammar errors— “share” should be “to share” or “sharing,” “a” should be removed, “practice” should be “practicing,” the comma should be removed, “spoken” should be removed, “to” should be removed, “thats” should add an apostrophe, the comma should be removed, “our” should be “and our,” “keep” should be “keeps,” “for the” should be “so the,” “be faster” should be changed to “acquired faster,” “Somebody” should not be capitalized, “speak” should be “speaks,” “for” should be removed, “Personally” should have a comma, “stories” should have a period after, “and actually” should begin a new sentence with “Actually,” “for” should be “to,” and “it” should be removed.)
- c) **Intervention Entry:** “My experience was good, because today we **have** more practice in the class, and I knew how to listen **carefully** maybe I learned more vocabulary. **Was interesting my classes this week**, because we used **te** book, we used **computer’s** programs like games and small **test**. I learned to **spoke** in past tense and **writed**. I think this week I **dont** have **problems** **I’m** feel very good. I wish **improve**, **However**, to listen well and **speak** better or fluently, **but** I know I have to be patient, everything **take’s** some time. **thanks.**” (5 spelling errors; 13 grammar errors— “have” should be “had,” “carefully” should have a semicolon after it, “Was interesting my classes this week” should be written as “My classes were interesting this week” and remove the comma, “computer’s” should be “computer,” “test” should add an “s,” “dont” should have an apostrophe, “problems” should have a comma or a period, “I’m” should be “I,” “improve” should be “to improve,” “However” should not be capitalized, the comma should be a period, “but” should be removed, and “thanks” should be capitalized.)
- d) **Final Entry:** “Hi Sarah, your **recomendation** are good for me, thank you very much. Now I can see I need to read a lot, that is a path to learn more faster, I mean about my **writing**, and maybe **will** be better to speak **my** English too. This **week** the teacher gave us a list about apps and web directions for **improve** our knowledge. I’ll practice them with my family. See you soon!” (2 spelling errors; 6 grammar errors— the comma should be changed to a semicolon, the comma

should be changed to a period, “will” should be changed to “it will,” “my” should be eliminated for technical reasons, although it could also be changed to “more,” “week” should have a comma after, and “improve” should be “improving.”)

- 9) Paula* (In part a, Paula answered 1 prompt question; In part b, she answered 3 of the prompt questions)
- a) **First Entry:** “I like to practice English in **group** I learn about other **cultures** It is good to learn from them, **It** is interesting, I like to have new friends in class. I **learn** in **thailand** the kids study at **less** four **leanguaje**.” (3 spelling errors; 5 grammar errors— “group” should be “groups” and have a period after it, “cultures” should have a period after it, “It” should not be capitalized and read as “and it,” the comma should be a period, and “learn” should be “learned.”)
- b) **Second Entry:** “My **Oral** experience today in class is **Poor** I want to talk more but sometimes I can’t talk, I want to express more and talk more about some questions. I want to practice more but I don’t have a lot of friends to **speak English**.” (0 spelling errors; 3 grammar errors— “Oral” should not be capitalized, “Poor” should also not be capitalized and should have a period after it, and “speak English” should be “speak English with.”)
- c) **Intervention Entry:** “**Helo!** You know **what this** Saturday I **practice** my **English** I **have** a **Conversation** with my son’s teacher and you know I **understand** a lot I found her in the store. Today I learned **It’s** not only one California, **theres** three and the teacher **Put** some videos about nice cities and bad cities in **California** I want to visit some **cities** **For** example Santa Ana, Point lobos etc.” (1 spelling error; 14 grammar errors— “what” should have a question mark after it, “this” should be capitalized, “practice” should be “practiced,” “English” should have a period, “have” should be “had,” “Conversation” should be lowercase, “understand” should be “understood,” “lot” should have a period after it, “It’s” should be lowercase, “theres” should have an apostrophe, “Put” should be “played,” “California” should have a period after it, “cities” should have a comma after it, and “For” should not be capitalized.)
- d) **Final Entry:** “Today I learned new vocabulary. Two words that I don’t **now** the **defenition** is “**suffer and survey**.” I’m happy to learn new things. I want to do my best in **grammar the** verbs are difficult for me, but I’m **practice** and **also** I practice with my daughter. I told her if she wants to talk to me, please talk in English and also text message in English **to** read.” (2 spelling errors; 5 grammar errors— “suffer and survey” should be rewritten as “suffer” and “survey,” “grammar the” should have a comma after “grammar” and “the” should be “and the,”

“practice” should be “practicing,” “also” should have a comma after, and “to” should be “for me to.”)

- 10) Yesenia* (In part a, Yesenia answered 1 prompt question; In part b, she answered 3 of the prompt questions)
- a) **First Entry:** “Today we **learn** about **what** important **is** to study other cultures. **Personally** I like to **heard** about other cultures, and learn how they think about my culture too. **And also** I like to know about **they** food and how they use the food to socialize with **they** relatives or with the members of their **comunitites**. For me it’s important to understand that everyone **are** diferent but at the end we are in the same world.” (5 spelling errors; 5 grammar errors— “learn” should be “learned,” “what” should be “what’s,” “is” should be “which is,” “And also” should be just “Also,” and “are” should be “is.”)
- b) **Second Entry:** “I think my principal problem is to speak and use the words **corectly**. Today we **practice** with **a** little cards that **have** some **questions** and we had to **coment** with other **student** about that, I really like these **exercise** because we practice the vocabulary, but **personaly** when I have to talk it’s a little **difficult** to me **because** I have the words in my mind but **is difficult** to say it, **but** I am still practicing.” (6 spelling errors; 10 grammar errors— “practice” should be “practiced,” “a” should be removed, “have” should be “had,” “student” should be “students,” the comma should be replaced with a period, “exercise” should be “exercises,” “because” should be “since,” “is” should be “it is” or “it’s,” the comma should be a period, and “but” should be removed.)
- c) **Intervention Entry:** “Ok, answering one of your **questions**, I feel good doing the journal **writting**, I think it’s helping me with **writting** skills, now I am **tring** to write correctly. **And answering** the second one, yes I think this is a good exercise to practice **English**. Ok this is not **answer** of the **questions** but I want to share with you a little from **today** class, **today** we were practicing about reading numbers and dates, I feel a little **loose** when I have to read a big **number** I confuse the **tousands** with hundreds and the problem **heve** is that I remember that I have to study reading big numbers when I need to read **ome**, **big** issue.” (10 spelling errors; 11 grammar errors— the first comma should be a period, “And” should be removed, “answering” should be capitalized, “answer” should be answering, “of” should be “one of,” “today” should be “today’s,” the comma should be a period, “today” should be capitalized, “number” should have a period after, “heve” should be corrected and read as “I have,” and “big” should be “it’s a big.”)
- d) **Final Entry:** “Hello! I really like what you did on my writing journal, I like the way you correct my spelling—thank you. Today we had a test and I was the last one, but the good thing is that I finished on time. The test **it** was **long** and it **has** a

lot to read and also easy to confuse the answers. Thank you so much for your comments.” (1 spelling error; 4 grammar errors—the comma should be a semicolon, “it” should be eliminated, “long” should have a comma after it, and “also” should be changed to read “it was also.”)

11) Juan* (In part a, Juan answered 1-2 prompt questions; In part b, he answered all 4)

- a) **First Entry:** “What I learn today is very important. Was about culture and a lot of conversation. the word we use was should and shouldn’t and for me was very good topic. the teacher martin do a great job when we practiques in group because feel the we have a lot of conversation between people of the group. At the same time we learn english we learn about others cultures too and I like the way we practiques between people of the group.” (4 spelling errors; 16 grammar errors—“learn” should be “learned,” “Was” should be “It was,” “conversation” should add an “s,” “the” should be capitalized, “word” should be “words,” “was” should be “it was,” “the” should be capitalized, “martin” should be capitalized, “do” should be “did,” “feel” should be “I feel,” “the” should be “that,” “of” should be “in,” “time” should have a comma after, “english” should be capitalized, “too” should have a comma after it, and “of” should be “in.”)
- b) **Second Entry:** “The experience today was great and very useful we learn and practiques others cultures we make some coments about poplations, the tallest building I like it. Because is important to know what we have in differents part of the world. I think I learn a lot of information when I listen very careful the teacher but when I try to coment, I feel little nervous because I think I speak wrong the word but I know will do it better if I keep trying. I think can understand almost the whole conversation when I speak with someone, but I can’t speak very clear and I have to repeat some of the words two times. I would like to improve my speaking.” (5 spelling errors; 19 grammar errors—“useful” should have a period after it, “we” should be capitalized to start a new sentence, “learn” should be “learned,” “others” should be “others” or “other,” “cultures” should have a period after it, “the” should be changed to “like the,” “I” should be “and I,” the period should be removed, “Because” should be lowercase, “is” should be “it’s,” “part” should be “parts,” “learn” should be “learned,” “careful” should be “carefully,” “the” should be “to the,” “little” should be “a little,” “wrong the word” should be a different phrase like “the wrong words” and add a period after, “but” should be removed, “can” should be “I can,” and “clear” should be “clearly.”)
- c) **Intervention Entry:** “The class today was very busy with a lot of conversation and a lot of coments. I learn what in California we have a lot of places we can go spend time with the family and have fun. the topic we discuss today was very

helpful for **practiques** and also listening **other** partners in the **class** I think still need to listen very **carefull** to understand the conversation. The teacher did **a** very good examples for **practiques** **each** day is **nore** easy to understand the **language**. I will keep **practiques** my **english** thank you for the comments.” (7 spelling errors; 9 grammar errors— “learn” should be “learned,” “what” should be “where,” “the” should be capitalized, “discuss” should be “discussed,” “other” should be “to other,” “class” should have a period after, “a” should be removed, “each” should be “and each,” and “english” should be capitalized.)

- d) Final Entry: “Well we are **almost** to finish the class, and I feel good because I learned a lot and the class was very **interesting** the teacher work was great. I hope you assist the next quarter. I will practice a lot in my work and social life. The presentation **what** we did the last time was great. We have good topics, to discuss, and all the **classmate** did a very good job. I feel proud of myself and all the classmates because we are trying to learn English as a second **language**. **thank** you Martin and thank you Sarah for your attention.” (2 spelling errors; 5 grammar errors— “almost” should be “about,” “interesting” should have a semicolon after the word, “what” should be “on what,” the period should be removed, and “thank” should be capitalized.)

12) Elena* (In part a, Elena answered 1 prompt question; In part b, she answered 2-3 prompt questions)

- a) First Entry: “I **learn** about other **culture** for me **was** very interesting. I am going to **impressd** to learn more about culture. **food**, **Greeting**, literature, clothing, **sport**, and other **thing**.” (3 spelling errors; 7 grammar errors— “learn” should be “learned,” “culture” should add an “s” and a period to end the sentence, “for” should be capitalized, “was” should be “it was,” “to learn” should be “by learning,” “food” should be capitalized, and “Greeting” should not be capitalized.)
- b) Second Entry: “**the** class was very interesting. We **Learn** about the **bes** place in California. We **learn** about **diferent** places **Los Angeles** **Santa Barbara** **also** violence in some **place** I have **problem** in listening it’s **difficult** for me **undestand** what **they saying** Yes **is** **Ok**. I was busy, I **have** an **emergency** I was out of town.” (4 spelling errors; 16 grammar errors— “the” should be capitalized, “Learn” should be “learned,” “learn” should be “learned,” “places” should have a colon after it, “Los Angeles” and “Santa Barbara” should have commas after, “also” should be “and also,” “place” should be “places” and have a period to end the sentence, “problem” should be “a problem,” “in listening” should be “with listening,” “undestand” should be corrected to read “to understand,” “they saying” should be “they’re saying,” “is” should be “it’s,” “Ok” should be

“okay,” “have” should be “has,” and “emergency” should be “emergency and.”)

- c) **Intervention Entry:** “Thanks for helping us. We are happy with you, and our teacher. English is **difficult** but I try to **Learn** more, **alway**, **when** I **have** **classes** today we **Learned** about technology and speaking about cheating in school.” (3 spelling errors; 6 grammar errors— “Learn” should be lowercase, the first comma should be removed, the next comma should be a period, “when” should be capitalized, “have” should be “had,” and “Learned” should be lowercase.)
- d) **Final Entry:** “Thank you for your **supporting**. Today in my test, it was a little bit easy. I **will** to **lear** more with your help and our teacher. Thank you for everything you can do for us.” (2 spelling errors; 1 grammar error— “will” should just be changed to “would like.”)

13) Daniel* (In part a, Daniel answered 1 question; In part b, he answered 3 questions)

- a) **First Entry:** “Today, I learned that there are **others** points of view. **And** I can learn **alot** of **ting** **about** that. **Like** there are **country**s with more languages and habits.” (3 spelling errors; 3 grammar errors— “others” should be “other,” “And” should be removed, and “Like” should be “For example.”)
- b) **Second Entry:** “My **experient** today is **good** Today I **dont** have issues with short **sentenses**. Each class I **feeling** better **more** **comfortable**. It **helping** me to speak more **fluid**. I **cant** remember how to write some words but it is my first semester, I **tink** **is** good for now.” (4 spelling errors; 8 grammar errors— “good” should have a period after it, “dont” should add an apostrophe, “feeling” should be “feel,” “more” should be “and more,” “helping” should be “helps,” “fluid” should be “fluidly,” “cant” should add an apostrophe, and “is” should be “it’s.”)
- c) **Intervention Entry:** “**Has** been **bery** good since I started this **classes**. I have **improve** my oral skills, when I have to learn a new word **is** **more** **easy** and **take** less time to keep **ind** my mind. Yes, now I can write **more** **faster** and remember **mor** sentences easily, this is my first semester in the college **I** **tink** I am **going** good. I **belive** that I need to **lear** more but your analysis let me now that I am **inthe** **right** **way**.” (7 spelling errors; 10 grammar errors— “Has” should be “It has,” “improve” should be “improved,” “is” should be “it is,” “more easy” should be “easier,” “take” should be “takes,” “more faster” should be only “faster,” the comma should be a semicolon, “I” should be “and I,” “going” should be “doing,” and “inthe right way” should be changed to a new phrase, like “headed in the right direction.”)

- d) Final Entry: “I can say that my progress is good every week because I can remember a lot of words at the same time. I can explain **better the ideas**. **Even** I can remember more words, I still want to improve. Now I can understand around 90% of a conversation but I want to make sure that **is the right sentence** in my writing.” (0 spelling errors; 3 grammar errors— “better the ideas” should be rewritten as “the ideas better,” “Even” should be changed to “Even though,” and the phrase “is the right sentence” should be rewritten as “I am using the right sentences.”)
- 14) Lucia* (In part a, Lucia answered 2-3 questions; In part b, she answered only 1)
- a) First Entry: “**Mi** name is Lucia, **today** is a new experience **as** every single day of class, **is** so **interesant** to know about our **diferents** cultures, traditions, foods and **tings** in **comon**. I **will** like to be a **vetter** **writing**, because I have so many problems **in** spelling, **also in** my pronunciation **speaking infront** of **all** the class.” (7 spelling errors; 13 grammar errors—The first comma should be a period, “today” should be capitalized, “as” should be “like,” the comma should be a period, “is” should be a capital “it’s,” “will” should be “would,” “writing” should be “writer,” “in” should be “with,” the comma should be a period, “also” should be capitalized, “in” should be “with,” “speaking” should be “like speaking,” and “all” should be removed.)
- b) Second Entry: “Hi, I’m Lucia **in** this class I **learn the diferences** of many **others** cultures, the **diferents meanins** of colors **an tradicions**. **So we** compared the **diferents** and similar **pleces** or **whit** other people from **diferents comunites**, **also** we **learn** that there are so many **diferences** of traditions in our same country.” (11 spelling errors; 8 grammar errors— “in” should be “and in,” “learn” should be “learned,” “the” should be “about the,” “others” should be “other,” “So we” should be “We,” the comma should be a period, “also” should be capitalized, and “learn” should be “learned.”)
- c) Intervention Entry: “Today I **learn same tipe** of **meanins** about people who go to Peru to volunteer **as** teaching **Englis**, sports and **same** games. **Also** they are **exairer** because they are going to learn **Espanish** from the local families, **They** are going to help **to repar** a old school for the kids. **Well today, as** every single class is so **interesitin**, always **is** something new to learn from my teacher and **classmates** like today I **learn** about a plant **cal** “**Peyota**” **santing** new for me.” (10 spelling errors; 14 grammar errors— “learn” should be “learned about,” “same” should be “some,” “as” should be “in,” “same” should be “some,” “Also” should have a comma after it, “They” should be lowercase, “to” should be removed, “a” should be “an,” “Well today, as” should be removed, “every” should be capitalized, “is” should be “there is,” “classmates” should have a

semicolon, “learn” should be “learned,” and “santing” should be corrected and changed to “which is something.”)

- d) **Final Entry:** “Hello, today I will write about our conversation in this class. **Its** about the good benefits or **not so good benefits** of **the tegnology** and how our kids use it. **we** did discuss if **its** important or if it affects the way our kids are learning. We have a lot of diferent opinions about it, but in my opinion it’s a good idea **use** the **tegnology** in schools because **its** **more fast** and an easy way of learning whatever they need to learn.” (2 spelling errors; 8 grammar errors— “Its” should have an apostrophe, “not so good benefits” should be rewritten as “disadvantages,” “the” should be removed, “we” should be capitalized, “its” should have an apostrophe, “use” should be “to use,” “its” should have an apostrophe, and “more fast” should be “faster.”)

15) Emilio* (In part a, Emilio answered 1 question; In part b, he answered 3)

- a) **First Entry:** “Today we **talking** about **diferent** kinds of **culture**, topics like food, sports, literature, clothing, **lenguages** and greetings. We may be **are to** the same country but almost **any** **comunity** has **a** **diferents** kinds of cultural expressions. **And everything** **are** very **interesting**.” (5 spelling errors; 9 grammar errors— “talking” should be “talked,” “culture” should be “cultures,” “are” should be “from,” “to” should be removed, “any” should be “every,” “a” should be removed, “And” should be removed, “everything” should be capitalized, and “are” should be “is.”)
- b) **Second Entry:** “Today was good for me, **i** **understand** almost everything **tel us the teacher**. **But you** know **is** hard **to me understand** and listen **my** **partners-students**. I can’t understand almost anything when they speak. I think our **pronuntiation** is bad for **understand us**. **May be** they can’t understand **to** me too. I love **to watching tv**, but in **brithis** English.” (3 spelling errors; 14 grammar errors— “i” should be capitalized, “understand” should be “understood,” “tel us the teacher” should be “that the teacher tells us,” “But” should be removed, “you” should be capitalized, “is” should be “it’s,” “to me understand” should be “for me to understand,” “my” should be “to my,” “partners-students” should be “partners/students,” “understand us” should be “us to understand each other,” “May be” should be one word, “to” should be removed, “to watching” should be “to watch,” and “tv” should be capitalized.)
- c) **Intervention Entry:** “Hi there! **thank** you for your **suggesting**, I will do it. You know **for improve** my **english**. Today and **the** last Monday we **practice** a little **our english**. **And a** few peers **do** **the powerpoint** presentations about celebrations, or **Holidays**. P.S. Sorry for my bad grammar but you know, I was **do** my best, **maybe**

the next time. I will do better.” (2 spelling errors; 17 grammar errors— “thank” should be capitalized, “for improve” should be changed to “how to improve,” “english” should be capitalized, “the” should be removed, “practice” should be “practiced,” “our” should be “of our,” “english” should be capitalized, “And” should be removed, “a” should be capitalized, “do” should be “did,” “powerpoint” should be “PowerPoint,” the comma should be removed, “Holidays” should be lowercase, “do” should be “doing,” the comma should be a period, “maybe” should be capitalized, and the period should be removed.)

- d) Final Entry: “Hi there! Thank you so much for correcting my grammar. For me is a pleasure to help you in your **researche**. Let me **talking** about what I did today. We talked about the final **presentation** and I think we will do a good job next Wednesday. I don’t know if you will be here next class, but **just I** need to say thanks for everything.” (1 spelling error; 4 grammar errors— “me” should have a comma after, “talking” should be “talk,” “presentation” should have a comma after, and “just I” should be switched to “I just.”)

16) Claudia* (In part a, Claudia answered 1 prompt question; In part b, she also answered 1 question)

- a) First Entry: “Today **Im** **learns** **The differents** **Cultures**, **it’s** very interesting, **Why is differents**, people, **lenguaje**, literature clothing, sports, **Greetings**, and **Food**. Now I’m **know** **understang**, because, **them** have **differents** cultures, **Thank.**” (6 spelling errors; 15 grammar errors— “Im” should have an apostrophe, “The” should be “about,” “Cultures” should not be capitalized and have a period, “it’s” should be capitalized, the comma should have a period, “is” should be “there are,” the comma should be removed, “literature” should have a comma, “Greetings” should not be capitalized, “Food” should not be capitalized, “know” should be removed, the comma should be removed, “them” should be “they,” the comma should be a period, and “Thank” should be “Thank you.”)
- b) Second Entry: “**My culture best is Wearing**, example **dress**, **jeweling**, **Food** and **Party**, I think **is** most **Important**, because, **Here is Very differents**, cultures, **Lenguish**, **building**, food, **have** different, **flaver**. Ok **thank.**” (4 spelling errors; 15 grammar errors— “My culture best is Wearing, example” is a phrase that should read “My culture is best known for the examples of wearing,” “Food” should not be capitalized, “Party” should not be capitalized and have a period, “is” should be “are the,” the period should be removed, “Important” should not be capitalized, the comma should be removed, “Here” should have a lowercase, “is” should be “it’s,” “Very” should have a lowercase, the comma should be removed, “building” should add an “s,” “have” should be “where they all have,” and “thank” should be “thank you.”)

- c) **Intervention Entry:** “Hi How are you? When are you going to go? Today is great day for my, a learn to much. The California, California is good state, because have, lot beatifult, Hometown, Today I am watch something in my class, I am learn diferente, Plese, I love maybe one day were going visit, fresno, Napa, Ok thank for help me, my written no is good.” (4 spelling errors; 24 grammar errors— “Hi” should have a comma after, “How” should be lowercase, “is” should be “was a,” “my” should be “me,” “a” should be “I” “learn” should be “learned,” “to” should be “so,” “The California,” should be removed, “good” should be “a good,” “have, lot beatifult,” should be “it has a lot of beautiful” and remove the comma, “Hometown” should be “hometowns” and the comma should be a period, “watch” should be “watching,” “learn” should be “learning,” the comma should be removed, the next comma should be removed, “I love” should be “that I love” and have a period after, “maybe” should be capitalized, “were” should be “we’re,” “visit,” should be “to visit” and remove the comma, “fresno” should be capitalized, the comma should be a period, “thank” should be either “thank you” or “thanks,” “help” should be “helping,” and “no is good” should read as “skills are not good.”)
- d) **Final Entry:** “Hi, how are you? Today is good day. I like this class because I have opportunid speaking I’m listening, help me, Don’t afraid to speak English. Ok Good night, see you in Monday. Thank you for everything. I like your proyects.” (2 spelling errors; 7 grammar errors— “is” should be “is a,” “speaking I’m listening” should be rewritten as “to speak and listen,” “help me” should be “it helps me” and eliminate the comma, “Don’t afraid” should not be capitalized and be rewritten as “not to be afraid,” “Ok” should have a comma after it and read as “Okay,” or “Ok,” “Good” should not be capitalized, and “in” should be “on.”)

17) Alma* (In part a, Alma answered 1 question; In part b, she answered 2 questions)

- a) **First Entry:** “I learned about other cultures. My classmate talked of food, clothes, languages, custums and sport in the countries where they lived. I like listen and know about other people because I learn different was of live. I would like that you talk about your custums.” (3 spelling errors; 5 grammar errors— “sport” should be “sports,” “listen” should be “listening,” “was” should be “ways,” “live” should be “life,” and “that” should be “it if.”)
- b) **Second Entry:** “I think That I Have problem speaking and grammar, I need to read more for get more vocabulary and write better. I should be more constant listening radio and watching tv., but I work on night and some times I’m so tired. I could to study more grammar. If you can help me with some sugestion it be good for me.

tanks” (3 spelling errors; 11 grammar errors— “That” should not be capitalized, “Have” should not be capitalized, “problem” should be “problems with,” “for” should be “and,” “constant” should be “consistently,” “radio” should be “to the radio,” “tv.” should be capitalized, “on” should be “at,” “some times” should be one word, “to” should be removed, and “be” should be changed to “will be.”)

- c) **Intervention Entry**: “We spoke about the **Best** cities to live in California. We watched a video about the cities like: **The** Angeles, **Sn** Diego, Catalina Island, Napa **Vally**, **Sn** Francisco. All them are **beautiful** and enjoyable places. Then we watched other **video** about the 10 worst places in California like: **Okland**, **Sn** Bernardino, **riverside**, etc. These places are very **violet**, **has** **robed**, gangs and **grafities**, **the** people have old houses and don’t have work. We **was** giving advice to do better **the** life for the people in **this** places. **thank** you!” (9 spelling errors; 11 grammar errors— “Best” should be lowercase, “The” should be “Los,” “video” should be “videos,” “riverside” should be capitalized, “has” should be “have,” the comma should be a period, “the” should be capitalized, “was” should be “were,” “the” should be “with the,” and “this” should be “these.”)
- d) **Final Entry**: “We worked on our **project**, **we** are very motivated to do this topic because is important for the human health. **Sarah** **tanks** for your help, and I saw my mistakes. I am going to pay attention to use the correct form of the verbs when I use singular and plural.” (2 spelling errors; 2 grammar errors— “we” should be “and we,” and “Sarah” should have a comma after.)

18) Michael* (In part a, Michael answered 1 question; In part b, he answered 3)

- a) **First Entry**: “Today I **learn** about my **Culture** I **learn** in other countries the food **are** **diferent** **like** I was thinking all the time the shaoming (sopa) is from **asia** but the teacher said the shaoming is from **latin** America.” (1 spelling error; 7 grammar errors— “learn” should be “learned,” “Culture” should not be capitalized and have a period, “learn” should be “learned,” “are” should be “is,” “like” should be removed and a period instead of it, “asia” should be capitalized, and “latin” should be capitalized.)
- b) **Second Entry**: “My experience in this class was **good** This **weak** I **don’t** come to the **class** I was very busy. My problem is **speak** I need to try **speak** more English.” (1 spelling error; 5 grammar errors— “good” should have a period after it, “don’t” should be “didn’t,” “class” should be “class because,” “speak” should be “speaking,” and “speak” should be “to speak.”)
- c) **Intervention Entry**: “Today I **lear** about cities from **California** I saw in the video **a lot** **Guns** **Cities** with **neiborhoot** = veciendarios very old with a lot **pf** **Graffity** I saw in the video **artist** **Rapers** counting **money** but in my opinion I love

California. Today I **try** to speak a little more **my** English. **for me** today was a very interesting class.” (5 spelling errors; 12 grammar errors— “California” should have a period after, “a lot” should be “a lot of,” “Guns” should be lowercase with a comma, “Cities” should be lowercase, “neiborhoot = veciendarios very old” should be fixed and rewritten without the Spanish translation, like “very old neighborhoods,” “Graffity” should be fixed, lowercase, and have a period after, “artist” should be “artists” with a comma, “money” should have a comma, “try” should be “tried,” “my” should be “of my,” “for” should be capitalized, and “me” should have a comma after it.)

- d) **Final Entry**: “Hi! Today we have presentations. **was** interesting for **me** I like the technology. In this **presentation** we talk about problems with the young people because they put pictures **in Internet** and they don’t think about the consequences. The Internet is good or bad depending on **you how can you used**.” (0 spelling errors; 5 grammar errors— “was” should be capitalized and rewritten to say “It was,” “me” should have a comma after, “presentation” should have a comma after, “in Internet” should be rewritten as “on the Internet” or “online,” and “you how can you used” should be rewritten as “how you use it.”)

19) Daniela* (In part a, Daniela answered 1 question; In part b, she answered 2)

- a) **First Entry**: “Today I **learn** a different **people** customs in other cultures. **And for mi** it was so interesting to **now** other customs **of** them.” (2 spelling errors; 6 grammar errors— “learn” should be “learned,” “a” should be “about,” “people” should be “people’s,” “And” should be removed, “for” should be capitalized, and “of” should be “from.”)
- b) **Second Entry**: “My class this week was fine. And I **learn** about **noun** and **adjectives**” (1 spelling error; 2 grammar error— “learn” should be “learned,” and “noun” should be “nouns.”)
- c) **Intervention Entry**: “Today I **got** fun in class. because I **learn** about **a** volunteer people and I think **is** a good work that **they doing** I **like** because we learn from their **differents cuture**s and **lengueg**.” (3 spelling errors; 9 grammar errors— “got” should be “had,” the period should be removed, “learn” should be “learned,” “a” should be removed, “is” should be “it’s,” “a” should be removed, “they” should be “they’re,” “doing” should have a period after, and “like” should be “like it.”)
- d) **Final Entry**: “Sarah, you are doing a good job. **for me** writing **by mind** is a good **exercice** because it helps me to learn **more** write a **story** or express my feelings.” (1 spelling error; 5 grammar errors— “for” should be capitalized, “me” should

have a comma after, “by mind” should be “in my mind” or “using my mind,” “more” should have a comma after, and “story” should have a comma after.)

- 20) Martha* (In part a, Martha answered 1 question; In part b, she answered 2)
- a) **First Entry:** “My name is Martha Canela and I am **study** ESL **in the** Gavilan **College in** the noncredit program I **learned** every day **differents works** and **pronuntiation**. Today during class we were talking about other **cultures traditions** and customs from **differents** countries.” (5 spelling errors; 6 grammar errors— “study” should be “studying,” “in the” should be “at,” “College” should have a period after it, “in” should be capitalized, “cultures” should have a comma, and “traditions” should have a comma after it.)
- b) **Second Entry:** “Today my **Oral** experience during class was talking a lot, **my** problem is when I am talking about a topic I need to be focused on what I speak or **lose** the words. **but** I like **try** to speak English every time and every moment **aunque** I’m wrong, or I do not care if I make mistakes.” (0 spelling errors; 7 grammar errors— “Oral” should be lowercase, the comma should be a period, “my” should be capitalized, “lose” should be “I lose,” “but” should be removed, “try” should be “to try,” and “aunque” is a Spanish translation of “even if, or even though” and should instead read “even if” or “even though.”)
- c) **Intervention Entry:** “My class this week was **interesting we** were talking about the **differents** cultures and we were working **to much** with **audios that** is great because we **put** attention **in** the audio and we understand or we try to understand what is being talked **about and the more** important **than I learned** are **a** new words and **a be** my **pronuntiation** **much** better.” (4 spelling errors; 13 grammar errors— “interesting” should have a period after, “we” should be capitalized, “to much” should be “a lot,” “audios” should have a period, “that” should be capitalized, “put” should be “pay,” “in” should be “to,” “about” should have a period after it, “and the” should be “The most,” “a” should be removed, “a be” should be removed, and “much” should be “is much.”)
- d) **Final Entry:** “Sarah, I will be **follow** your comments and ideas. I try to practice when I have time at home and in the school. I want to be better every day. Hopefully you can come for next semester because this journal **its** good tool for us to use. This is what we need for more **learning is** very important.” (1 spelling error; 3 grammar errors— “its” should be “is a,” “learning” should have a comma or semicolon after it, and “is” should be “it’s” or “it is.”)
- 21) Elise* (In part a, Elise answered 2 prompt questions; In part b, she also answered 2)

- a) **First Entry:** “Today I learned about other cultures. How they dress, what kind of literature they like, sports that are **practice** in each culture. What I really loved about other cultures is the gastronomy. In my opinion the communication between **diferent** cultures is very important, so we can respect each other and live our **livies** in peace. I **do not** like to see another war in this world. I would like to learn how to write and speak good English.” (2 spelling errors; 2 grammar errors— “practice” should be “practiced,” and “do not” should be “would not.”)
- b) **Second Entry:** “Today, class was very interesting. We **talk** about culture shock. Somebody went to **expend** summer time in another **Country** and felt the big **diference** between his country and the country he visited. The first two weeks he felt lost, lonely. After **few** weeks the family he **stay** with **make** him **fell** better, they were very kind and considerate with him. After **all** he did not want to return to his country, he felt very **optimist** and happy. I **like** to improve my writing and also speaking for me is kind of hard.” (4 spelling errors; 9 grammar errors— “talk” should be “talked,” “Country” should not be capitalized, “few” should be “a few,” “stay” should be “stayed,” “make” should be made, “the comma should be a semicolon, the next comma should be a period, “all” should have a comma after it, and “like” should be changed to “would like.”)
- c) **Intervention Entry:** “Today, I learned that California has a lot of beautiful places to visit. For **me** one of the most interesting places was San Diego. I loved the tall buildings and the beaches all around the city. We are **blessed** having all these places where we can go with our family to have fun. **Also** we learned that there are a lot of cities with a lot of poverty. In my opinion I will never go there and visit, because **is** very dangerous, **yo** can see gangs and a lot of delinquency, guns, **grafity** all over the walls.” (2 spelling errors; 5 grammar errors— “me” should have a comma after it, “Also” needs a comma after, “is” should be “it’s” or “it is,” the comma should be a semicolon, and “grafity” should be corrected and changed to “and graffiti.”)
- d) **Final Entry:** “Dear Sarah, today looks like it is our last day of class. I am very proud of being part of this wonderful group of students. I enjoyed working with them. I hope they can continue studying and succeed in their future life, and **don’t** let anyone stop them from accomplishing their goals. I can see all of them are very talented people. **Also** I am very thankful with my teacher, he is the best teacher that I ever had. Thank you again for all your help.” (0 spelling errors; 2 grammar errors— “don’t” should be “they don’t,” and “Also” should have a comma after.)